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**NORTH CENTRAL
ASSOCIATION**

Quarterly

Sixty-fifth Annual Meeting
March 28-April 1, 1960
Theme: *"Improving School-College Articulation"*

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OCTOBER, 1959

NUMBER 2

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**Official Organ
of the
North Central Association
of Colleges
and Secondary Schools**

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**The
NORTH CENTRAL
ASSOCIATION
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October 1959

VOLUME XXXIV, NUMBER 2

Association Notes and Editorial Comment

ON KEEPING ONE'S EDITORIAL HAIR

AUGUST 17, 1959, found me in Chicago on NCA affairs. That day the *Chicago Tribune* printed an editorial with the caption, "Impersonation?" It dealt with the antics of a "Dr. James Lore" who had joined the staff of a boy's school in Cincinnati "as an expert on education." He was reported to have said that he had a doctor's degree in that field and to have proffered numerous supporting references. "He discharged his duties efficiently," the editorial went on to say.

Although the writer asserted that he did not know Lore's specific background, he could hazard a guess about it: a doctorate in education from a great state university; a thesis on "The Incidence of Missed Free Throws in Indiana State High Basketball Tournaments," or possibly "The Place of Green Salads in the Secondary School Lunchrooms of 16 Selected School Districts in and About Punxsutawney, Pa."

At this point the editorial abandoned conjecture for certainty. "Dr. Lore, we are sure, graduated with distinction, joined the National Education association, and contributed enlightening papers on 'The Whole Child' to academic journals."

I lowered the page for a moment's reverie. "Let's see," thought I, "haven't I read about imposters in medicine? in law? in the ministry? in business? where

each was a 'Dr. Lore' and enjoyed a comparable degree of success until caught? Is this editorial chap wilfully ignoring *them*?"

Then I read on.

It appeared that Lore was doing very well until his superintendent chanced to read a review of *The Great Imposter* with a Ferdinand Demara, Jr. as the hero. Demara was "Dr. Lore." With an unfinished high school education he had variously posed as a professor of philosophy, a Canadian navy surgeon, and an expert penologist. At the last, he had been promoted to deputy warden, the editor said, in the maximum security prison in the State of Texas.

"So this editorial doesn't overlook gullibility elsewhere, after all," thought I. "But what is the moral of the moment?"

The final, four-line paragraph answered the question. The editor "should guess that representing himself as an Ed.D. was one of his easier impersonations. Often it is hard to distinguish the real thing from the fake."

Well—

I don't have to write daily editorials. I don't have to fill assigned space. I don't have to meet arbitrary deadlines. I don't have to scrounge desperately for ideas as a newspaper editor does. But for many, many years the smell of printer's ink has been in my nostrils. For several decades I have belonged to the shiny-seat brigade, albeit always in a relatively humble

RETROACTIVE ACCREDITATIONS

AT THE ANNUAL MEETING of 1959 the Commission on Colleges and Universities postponed decisions on the accredited status of a number of institutions, authorizing the Executive Board to secure additional data and to take the appropriate action. After securing additional information, the Executive Board, at its meeting on September 29, 1959, voted to accredit the following institutions, as indicated, retroactive to April 24, 1959:

Applying institution accredited as a Master's degree-granting institution

The Athenaeum of Ohio, Cincinnati, Ohio

Member institutions accredited as Master's degree-granting institutions (formerly accredited as Bachelor's degree-granting institutions)

Arkansas State College, State College, Arkansas

Arkansas State Teachers College, Conway, Arkansas

Harding College, Searcy, Arkansas

Henderson State Teachers College, Arkadelphia, Arkansas

capacity, and consequently feel a certain kinship with the other members thereof and a modicum of understanding of their problems.

A long time ago I regularly enjoyed the expert services of a tonsorial artist named George. He was a Negro with an intriguing philosophy: he was a realist. One day I said, "George, I'm beginning to get a high forehead!" His shears stopped. With his man-to-man grin he said, "Professuh, you simply cain't be diggin' around up theah for ideahs all the time and keep yo' ha'h."

Was the *Tribune* writer only trying to keep his hair?

HARLAN C. KOCH

REFERENDUM ON REVISED POLICIES AND CRITERIA FOR THE APPROVAL OF SECONDARY SCHOOLS

THE COMMISSION ON SECONDARY SCHOOLS has released proposed revisions of its basic provisions for the accreditation of schools to its member high schools for a referendum vote. For many months the Commission has labored diligently with this project. The proposals were discussed one by one April 22 at the General Business Meeting of the Commission in Chicago. L. A. Van Dyke, of the State University of Iowa, a member of the Administrative Committee of the Commission and now past chairman of the Commission's Co-operative Committee on Research, was a primary figure in the revision.

COMPOSITION OF LONG-RANGE PLANNING COMMITTEE

WHEN THE EXECUTIVE COMMITTEE set up the Long-Range Planning Committee two years ago, it made no provisions regarding membership or term of office. On June 26, 1959, the chairman of the committee reported to the Executive Committee that attention had been given to this matter and moved that members of the planning committee be appointed for a three-year term; that each Past President of the Association shall serve for one term; that, in addition, the Executive Committee shall elect one member each year; that no elected member shall be eligible for immediate re-election; and that the committee shall choose its own chairman each year. The Executive Committee adopted the motion.

The present members are Elmer Ellis, University of Missouri (*Chairman*); Stephen A. Romine, University of Colorado; Wayne C. Blough, Shaw High School, Cleveland; J. Fred Murphy, Broad Ripple High School, Indianapolis; C. I. Pontius, University of Tulsa; and Paul C. Reinert, S.J., Saint Louis University.

FRATERNAL DELEGATES AND THEIR ASSIGNMENTS

FOLLOWING TIME-HONORED CUSTOM, the Association will exchange fraternal delegates with its sister organizations in 1959-60. The following individuals have received these assignments:

New England: William R. Ross, president of the Association, Boston. December 2-5.

Middle States: Clyde Vroman, secretary of the Commission on Research and Service, Atlantic City, November 27-28.

Southern: Stephen Romine, vice president of the Association, Louisville, November 30-December 1.

Northwest: Harlan C. Koch, Spokane, November 30-December 3.

Western: Norman Burns, San Francisco, February 26-27.

At its Sixty-fourth Annual Meeting, April 20-24, 1959, the North Central Association welcomed the following fraternal representatives:

Middle States: Millard E. Gladfelter, Provost, Temple University, Philadelphia, Pennsylvania.

New England: Harold F. Scott, Principal, Warwick Veterans Memorial High School, Warwick, Rhode Island.

Northwest: G. Don Fossatti, Principal, Senior High School, Pendleton, Oregon.

Southern: James R. Hawkins, Principal, Harry P. Harding High School, Charlotte, North Carolina.

The roster of delegates from these associations to the Sixty-fifth Annual Meeting, March 28-April 1, 1960, as yet is incomplete.

VISITORS TO DEPENDENTS' SCHOOLS

FIFTY SCHOOLS now make up the roster of Dependents' Schools accredited by the Association. These institutions are maintained by the Armed Services for the children of service-connected personnel in sixteen foreign countries and non-continental locations. The Association maintains official contact by sending visitors at government expense to observe these schools in action. This year the following teams will go to these areas:

Japan:

R. Nelson Snider, Principal, South Side High School, Fort Wayne, Indiana

PROPOSED AMENDMENTS TO THE CONSTITUTION

TWO PROPOSALS to amend the Constitution of the Association will be printed in the January issue of THE QUARTERLY. One is designed to alter and extend the membership of the Executive Committee; the other, to modify the structure and operations of the Commission on Secondary Schools.

H. W. Frankenfeld, Registrar, University of South Dakota, Vermillion, South Dakota

Europe:

R. A. Crowell, High School Visitor, University of Arizona, Tucson

Irvin F. Young, Columbus City Schools, Columbus, Ohio

Jacob Van Ek, University of Colorado, Boulder, Colorado

Harold Metcalf, Principal, Bloom Township High School, Chicago Heights, Illinois

Puerto Rico:

Harlan Bryant, Dean, College of Education, University of Wyoming, Laramie

Lawrence W. Hanson, Principal, Central High School, Grand Forks, North Dakota

Should any of the above have to withdraw, the following alternates will serve:

J. Fred Murphy, Principal, Broad Ripple High School, Indianapolis, Indiana

Robert C. James, Principal, Grand Junction, Colorado

COOPERATIVE STUDY RENAMED

IT IS COMMONLY KNOWN that the North Central Association has been interested in the Cooperative Study of Secondary School Standards from its inception a quarter-century ago. During this time the title became a misnomer because it did not validly reflect the emergent purposes of the organization. So, on July 14, 1959, the Amended Certificate of Reincorporation and By-laws, filed with the Superintendent of Corporations, District of Columbia, went into effect and the new title, National Study of Secondary School Evaluation, displaced the old.

Purposes.—The comprehensive purposes of the new corporation are set forth in the By-laws as follows:

The particular business and objects of said corporation shall be education, and to advance education and educational methods, through comprehensive, voluntary, cooperative action on the part of American regional associations of colleges and secondary schools; and in fulfillment of this purpose to conduct, assist, and encourage scholarly investigations in the field of education, devise techniques, collect and disseminate information, and maintain a central office and staff to serve education in such undertakings as may be required and approved from year to year and from generation to generation for the common welfare.

Membership.—The membership is limited to 22 representatives of the five regional associations of colleges and secondary schools in the United States and designated by them. Here is the distribution:

- (a) 4 by the New England Association of Colleges and Secondary Schools;
- (b) 5 by the Middle States Association of Colleges and Secondary Schools;
- (c) 5 by the North Central Association of Colleges and Secondary Schools;
- (d) 5 by the Southern Association of Colleges and Secondary Schools;
- (e) 3 by the Northwest Association of Secondary and Higher Schools.

All of the members of the Corporation shall constitute a General Committee having ultimate powers of control and management of all of the property and business of the corporation. It shall elect its own Chairman, who shall also be a member and Chairman of the Administrative Committee, herein-after provided for.

Administrative Committee.—Five persons will function as the Administrative Committee:

The General Committee shall function through an Administrative Committee of 5 persons chosen from the membership of the General Committee—one to be selected from each of the five regional accrediting associations. The members of the Administrative Committee shall be elected by the General Committee. The Chairman of the General Committee shall be the representative of his Association on the Administrative Committee and shall serve as Chairman of both Committees.

Addendum:

The following individuals represent the NCA on the National Study of Secondary School Evaluation:

GEORGE G. BELL, principal, the Huron High School, Huron, South Dakota; ALVA J. GIBSON, educational consultant to the State Department of Education, Charleston, West Virginia, and executive secretary of the Commission on Secondary Schools; FLOYD A. MILLER, assistant commissioner of the Division of Articulation, State Department of Education, Lincoln, Nebraska; NORRIS G. WILTSE, principal of the high school, Ypsilanti, Michigan; and CARL G. F. FRANZEN, professor emeritus of Education, Indiana University, Bloomington, Indiana.

FIFTH EDITION OF INFORMATIVE BULLETIN ABOUT NCA TO APPEAR

IN 1932 THE ASSOCIATION published a small folder, *Pertinent Facts*, about its work and organization. Three years later, in the "Foreword" of the second edition, the late Calvin O. Davis, then editor of THE QUARTERLY, spoke as follows:

Three years ago the North Central Association of Colleges and Secondary Schools published a pamphlet describing its aims, organization, and policies. The purpose of the undertaking was to furnish interested persons—both members and non-members—with a convenient handbook of information respecting the Association and its work. The venture met with such popular favor that a second (and revised) issue was authorized. The present folder is the result of that decision.

In make-up the new issue differs from the first in having the various factual items cast in the form of questions and answers. The items are further grouped under certain large headings, thus making references simple and easy. Officials of the Association are invited to make free use of the publication and to distribute it widely among school people and to the public. There is no charge for it.

About eight years later this little 7-page publication, small enough to slip easily into a standard envelope, in turn was revised. It emerged as *Know Your North Central*. The latter has now run through revision and a second printing and the third will appear in the not-too-distant future. The secretary of the Commission on Secondary Schools is handling the matter.

In passing: On the last page of the 1935 edition this roster appears:

Principle Officers for the Current Year

President: L. N. McWhorter, Assistant Superintendent of Schools, Minneapolis, Minnesota

First Vice-President: A. J. Pearson, Professor, Drake University, Des Moines, Iowa

Second Vice-President: J. V. Breitweiser, Dean, School of Education, University of North Dakota, Grand Forks, North Dakota

Secretary: A. W. Clevenger, High School Visitor, University of Illinois, Urbana, Illinois

Treasurer: E. H. K. McComb, Principal, Manual Training High School, Indianapolis, Indiana

After a quarter-century, is there a single active member of the Association who remembers any or all of these prominent men or is aware of the NCA heritage they left?

EXPLORATION OF IMPROVED HUMAN RELATIONS IN THE CLASSROOM ENTERS SECOND PHASE

ON JUNE 25, Chairman F. C. Rosecrance, of the Sub-Committee on Human Relations in the Classroom, reported the progress which that group had been making. His report was submitted to the Commission on Research and Service. He indicated that the committee "is concerned with tensions which may arise with minority groups, whether racial, religious, or national in character. . . . Human relations problems arise when teachers are too authoritarian in their manner or when others are so democratic that they are excessively permissive. Problems may arise also between the teachers and the administration."

Thus far the committee has been directing its attention not only to defining the exact character of such problems, but also to finding schools where they seem to be resolved satisfactorily.

The committee hopes to open the second phase of its inquiry this fall. It will involve the human-relations needs of those who have been teaching only a short time.

IN-SERVICE EDUCATION OF COLLEGE TEACHERS TO BE EXPLORED

THE OUTLOOK regarding an adequate supply of college teachers to handle the instructional needs of a burgeoning stu-

dent enrollment remains dim. There is a strong probability that standards of selection will have to be lowered. Although the question of preparation for college teaching has long been argued, it is clear that its importance is not diminished as the gap between demand and supply widens. The Subcommittee on In-Service Education expressed its awareness of this situation in its report to the Commission on Research and Service last April in Chicago. Said that committee:

The suggestion has also been made that there are many problems pertaining to the in-service preparation of college and university professors. With great growth in enrollments, it has been necessary to recruit to these institutions many individuals who have had little preparation for the real task of teaching.

At its summer meeting in June, the Executive Committee of the Association approved the recommendation of the Commission that it be authorized to conduct an appropriate inquiry about what is being done to provide training of college teachers in service.

THREE LITTLE ROCK HIGH SCHOOLS POSTED AS "VOLUNTARY WITHDRAWALS" FROM NCA

REPORTING to the Administrative Committee of the Commission on Secondary Schools last April, Chairman Ed McCuiston, of the Arkansas State Committee, said that the Arkansas State Committee had not received the required annual reports from Central, Hall, and Horace Mann high schools in Little Rock and that these schools had not been in operation during the 1958-59 school year. He further stated that the Arkansas State Committee recommended that they be permitted to withdraw voluntarily from the Association. This recommendation was later supported by the Commission on Secondary Schools and officially approved by the Association at the general business meeting on April 24.

This action severed memberships of varying length: Central, 34 years; Hall, only one year; and Horace Mann, 18 years.

HANDBOOK ON PUBLIC RELATIONS BEING PREPARED

THE COMMITTEE ON PUBLIC RELATIONS is preparing a handbook on public relations for use by anyone officially identified with the Association. The story of the NCA is an involved one. No other accrediting association is quite so complex in its organization or in its functions. How its story may be more effectively told to all who should hear it is the theme of the forthcoming handbook. Otis A. Crosby, assistant director of the Department of Information, Detroit Public Schools, Edward P. VonderHaar, Office of Public Relations, Xavier University, Cincinnati, and Frank Mayer, of Minneapolis, who has been retained by the Association for some years in public relations, are in direct charge of the project.

COMMISSION ON COLLEGES AND UNIVERSITIES CREATES A NEW COMMITTEE

THE ROLE OF THE LIBRARY in the instructional program will be studied by a five-member committee recently set up by the Commission on Colleges and Universities. The members are as follows:

- W. Boyd Alexander, *Vice President, Antioch College, Yellow Springs (Chairman)*
- Robert Agard, *Librarian, Earlham College, Richmond, Indiana*
- William H. Conley, *Educational Assistant to the President, Marquette University, Milwaukee*
- E. W. McDiarmid, *Dean, College of Science, Literature, and the Arts, University of Minnesota*
- B. A. Rogge, *Dean, Wabash College, Crawfordsville, Indiana*

Secretary Burns of the Commission believes that the Committee "has a real opportunity to lead in exploring ways in which the college library may be made in fact rather than in high hope the center of the instructional program."

TWO NEW STATE CHAIRMEN

SINCE THE ANNUAL MEETING in March, two state chairmanships have changed. The veteran chairman of the Kansas State Committee, Ralph Stinson, Director of Accreditation and Field Services, State Department of Education, has left active service. L. R. SIMPSON, of that department has succeeded him as chairman of the NCA state committee. In Wisconsin, H. CLIFTON HUTCHINS, of the University, follows Russell F. Lewis, First Assistant State Superintendent of Schools, who also is retiring from active duty.

CONTRIBUTORS TO THIS ISSUE

RUTH E. ECKERT is professor of higher education at the University of Minnesota, Minneapolis; RALPH J. ERICKSON is a staff member of the Division of Education and Psychology at Mankato State Teachers College, Mankato, Minnesota; KARL W. MEYER is dean of instruction at Nebraska State Teachers College, Wayne, Nebraska; HUSTON SMITH is professor of philosophy at Massachusetts Institute of Technology, Cambridge, Massachusetts; and R. NELSON SNIDER is principal of South Side High School, Fort Wayne, Indiana, and treasurer of the NCA.

HUSTON SMITH, *Massachusetts Institute of Technology,
Cambridge, Massachusetts*

American Education for American Culture*

IN HONORING ME with an invitation to address you this morning your Executive Committee generously offered me the freedom to choose any topic which relates to your conference theme. I have been tempted to exercise this freedom and speak to some of my special interests in education, especially those relating to the place of values in the educational process. But in the end I found that there was nothing I wanted to talk about as much as your conference theme itself: "American Education for American Culture." As this is the first general session of the conference it may not be presumptuous to face this theme head-on, to break it open, so to speak, to try to discover the ideas and issues that lie latent within it.

I understand that the theme was chosen in answer to present suggestions from many quarters that education in this country should be patterned after that of Russia. Surely your planning committee is right in assuming that it should not be. We have our own character, our own ideals, our own destiny, and our education should carry their signature. At the same time, we cannot proceed as if Soviet Education didn't exist, or as if, existing, it need mean nothing to us—this, I take it, is equally obvious. So we find ourselves with a nice problem: What *should* be the relation of American education to Soviet education, on the one hand, and to our own distinctive culture on the other. This is the question for this hour.

I find that my mind is helped toward an answer to this question by a story. It is

not irrelevant to our topic that this story comes from a portion of Western culture which Communism has rejected but which continues to shape America, namely the Bible. Nevertheless, just because it is from the Bible I feel somewhat uneasy about introducing it. For though I personally feel that no absolute division between the sacred and the secular is possible or even desirable, and that all our doings, ultimately, should be guided and empowered by faith, I also feel that we ought to be very chary about correlating our panaceas with God's will. For when we do so two unfortunate things happen: first, we tend to immunize our programs from the criticisms they deserve—for who would presume to criticize the divine will to which they have been linked?—and second, we use religion to rally support for what *we* want, demoting it thereby from an end to a means. I'm afraid we have seen both of these processes at work in Washington in recent years and I don't want to compound the phenomenon; certainly the answer to "piety along the Potomac" isn't piosity in the Palmer House. On the other hand I refuse to be deprived of insight and a good story because it happens to appear in the Bible. So I shall use my story, letting it stand wholly on the legs of its self-contained and quite worldly point. For though to millions of Americans the author of this story is the Cosmic Christ, it is enough for this context that he was a great teacher.

The story I have in mind is that of the Swindling Steward as it appears in the Gospel of Luke. It is the story of a man who so badly mismanaged an estate entrusted to him that upon the proprietor's

* Delivered at the First General Session of the Association, April 23, 1959, Chicago.

return he is served notice and asked to turn in his accounts. Facing unemployment and personal ruin he suddenly gets an idea; he decides to falsify his master's accounts in favor of his debtors. To the debtors' delight he goes right down the line. Each owed so much according to the books; all accept the chance to alter their accounts. By a scratch of the pen he who owed 100 barrels of oil now owes but 50; he who owed 100 quarters of wheat now owes but 80. Thus all the debtors are under an obligation to the manager. All are now his many friends who will ever be ready to invite him to their houses after his dismissal. With so many friends indebted to him, the future is no longer hopeless or dark. Things are definitely on the uptrail.

If that is where the story had stopped, it would be so much like what we read in the paper every morning that we wouldn't bother with it. It's what follows that gives the story its point. For after painting an authentic portrait of the successful rascal, a man utterly devoid of even run-of-the-mill ethics, this is the way the story ends: "The master *praised* his dishonest steward because he had acted shrewdly, for the children of darkness are wiser in their generation than the children of light."

As I say, I know of no other story that does more to help me set the problem of this hour in perspective. For—and here is the parallel with Russia—the manager's basic philosophy is not one we are asked to accept. He is nothing short of a skinflint, a cheat, and a rascal. Yet the story obviously implies that the manager has something to teach others whose principles may be very different.

And *what* he has to teach is clear. The manager was faced with a crisis. He had to take drastic steps to cope with it. He had to do some hard thinking and some shrewd scheming. Scoundrel though he was, he at least had the merit of taking a realistic and unsentimental view of his predicament and doing something about it. He evaluated the emergency he faced accurately and acted promptly. The con-

crete steps he took were wrong. Yet his alertness, his immediate and energetic use of opportunity, such as changing the accounts while still in his possession, his aggressive application of the principles he believed in, his resolution to use the present to determine the future—this, says the story, is what the children of light should do with their principles and for their goals.

I apologize for the black and white equation of Communism with the children of darkness and ourselves with the children of light—we all know it's not that simple. But given our conviction that there are values in Western civilization which are universal but which Communism, if triumphant, would destroy, what content pertinent to our topic can be poured into our story? In what ways may Soviet education be wiser in its generation, that is to say within the context of assumptions and principles and circumstances in which it operates, than is our own?

Descriptions of Soviet education are no longer new. The pertinent facts for our purposes are that contemporary Russia provides a picture of (a) educational urgency (b) mobilized toward world outreach, and (c) motivated by cosmic vision.

Consider first the sense of urgency that appears to characterize Soviet education. Having, in America, known nothing but universal education during our entire lifetime, we take it for granted and treat it casually. By contrast the older generation of Russians who can remember when half their nation was illiterate know directly, by personal recall, the extent to which knowledge is power. So they act on this knowledge. We learn from Dr. William Carr, executive secretary of the NEA, that the Soviets spend 6 percent of their national income on education compared to our 4.5 percent; that Russian schools have one teacher for every seventeen students, while ours "struggle to maintain a ratio of one to thirty"; that teaching is one of the highest paid professions in the U.S.S.R. and one of the lowest paid in

America. Qualified students are automatically subsidized through the Ph.D. equivalent in the conviction that they will more than repay the nation for what it has invested in them. On returning from an inspectional tour last year, United States Commissioner of Education Lawrence Derthick summarized this entire gestalt as follows:

What we have seen has amazed us in one outstanding particular; we were simply not prepared for the degree to which the USSR, as a nation, is committed to education as a means of national advancement. Everywhere we went we saw indication after indication of what we could only conclude amounted to a total commitment to education. Our major reaction therefore is one of astonishment . . . at the extent to which this seems to have been accomplished. . . . We saw no evidence of any teacher shortage. Teacher workloads and other working conditions are advantageous. Teacher prestige is high. Salaries are at the levels of those of doctors and engineers. . . . Only the best are chosen to teach—one out of six who apply.

But second, this educational urgency is mobilized toward a gigantic world outreach. The Russians give every evidence of thinking of themselves as having a world mission, and of education as one of the primary instruments for accomplishing that mission. In part, Russia's world-thrust roots from historical centrifugal forces that have been pressing outward for a hundred years to the Pacific, the Balkans, and the Middle East. But this is not the whole story: to a very significant degree Russia's outreach springs from a sense of mission. The Communist is convinced that the whole human race is destined to become one Communist brotherhood. Consequently there seems to be no corner of the earth's surface he thinks too insignificant for his attention. Why is it one never even hears of a Communist isolationism? While trade missions are busy in Latin America trading Soviet machinery and oil for wool and coffee, Arab and Asian students are being trained in Moscow, Russian teachers are touring West Africa, and technical advisers are dispatched to India, Burma, and Indonesia.

Third, this world outreach is motivated

by a cosmic vision. The thrust in Soviet society is not confined to its international outreach. Visitors report that it appears to pervade its life as a whole. From whence does it come? The answer seems to be: from the cosmic vision in which Communism is rooted. Communism's revolutionary ardor has cooled with the years, but even her very pragmatic political leaders seem to believe profoundly in the truth of their way of life and are quietly confident that it will eventually sweep the world. They seem to be altogether sincere in believing that their methods, aspirations, and dreams make up the final truth about the nature of man and society; that the collective man in the collective state is the ultimate unfolding of human destiny, the end of history, the "far off divine event" for which mankind has been in long travail. Their vision is wrong, but even wrong, it has created a vast powerhouse of energy harnessed to the communal task of building the Soviet dream. The thrust of economic growth that adds 7 percent increase each year is one aspect of this energy. More pertinent to education are the vast sums available for science and research. But nothing indicates more clearly the resources of energy, work, and skill which their cosmic vision has engendered than the self-discipline and long hours their school children put in to train themselves as scientists, technicians, administrators, and linguists for the new world order they are convinced they are building.

So much for Russia. If, now, we come back to our problem as originally posed, namely, from what within Soviet education may we learn and what ought we to reject as incongruous with American culture, the equipment for a propositional answer is now at hand. The formal features of the Russian educational picture might well be duplicated. But the content should be uncompromisingly our own. We too need an (a) urgent education (b) with world outreach (c) motivated by cosmic vision. But what this cosmic vision should be, how our nation should relate

itself to the world, and whence the urgency that needs to infuse our education should derive—the answers to these questions should carry the distinctive stamp of American culture.

This much I'm sure of. From this point on, my thoughts are far more tentative and are intended to be exploratory only. But not wishing to leave you with a formula that is entirely empty, let me try to fill it with at least the beginnings of content. This will involve going for a last time through our three phrases—educational concern, world outreach, and cosmic vision—asking this time how we are doing on each count and what we should be doing.

In the past our educational concern was second to none. What contemporary of Jefferson in any nation was saying, "Education is the keystone of good government"? Never before in the history of the world had a statesman proposed free universal education. Half a century was required before even Europe was to catch up to the idea. And this was just the beginning. Within a century we had extended our educational vision (a) laterally to include Negroes and women, (b) longitudinally to include secondary education and even college, and (c) in its very principle from free, i.e., permissive, education to education as a requirement. When I look back on the record, a record that Mortimer Adler and Milton Mayer have sketched excitingly in their *Revolution in Education*, I am not ashamed. We have not done all things well. But when I review the past I am proud of the history of American education as it has both reflected and invigorated American culture.

The present is a different story. You know it better than I do, for you see more of its ramifications and have to live with it more intimately. It is a story of Presidential apathy as the Administration subordinates everything in its school plan to the demand that nothing be added to the federal budget during the remaining two years of the Eisenhower Administration. With some brilliant exceptions,

notably Senator Murray and Representative Metcalf of Montana, it is a story of Congressional apathy as 140,000 needed classrooms wait to be built and 135,000 needed teachers await recruitment. It is a story of state apathy, with eighteen states having no provisions whatever for state aid for school construction. It is a story of community apathy as 250,000 teachers receive less than \$3,500 a year (less, often, than the janitors) and their average salary remains under \$5,000. (In my own community this year, one of the most favored communities in the most favored nation in the world, the plastic portion of the art program ground to a halt in midyear because no money could be found for clay!) It is a story of parental apathy. When *Look Magazine* last year conducted a nationwide survey asking what kind of courses parents want for their children, a superintendent in Utah answered for the nation: "Courses they can pass—period." But why try to pinpoint the blame? It blankets the entire country as we continue to spend less on the education of our children than we do on alcohol and tobacco.

If American education is to be true to American culture it cannot correct this national languor in Russian style, by turning the whole problem over to the national government for federal support and federal control. Classrooms must be built, and Robert Hutchins and the Secretary of Health, Education, and Welfare may not be far wrong when they say teachers' salaries should be doubled. And a large portion of the help must be federal. But it should not be exclusively that. Consonant with American culture, education's support should be multiple and diverse, a mixture of federal, state, community, and private. And it should be imaginative. One of the nicest recent proposals in this last vein is Robert Frost's suggestion of endowed chairs in primary and secondary schools. Such chairs would honor both the public minded citizens whose names they would carry and the exceptional teachers who were appointed to them. If

American culture indicates that support for education should be diversified, it also requires that control be kept close to the local community as long as standards and civil rights are maintained. The Chamber of Commerce is annually wrong in confusing federal support with federal control; the facts show no such necessary correlation.

Where do we stand in our world outreach? Again in our past we have had it, if not aggressively at least by indirection. America was born dedicated to a proposition whose ingredients—equality, life, liberty, and the pursuit of happiness—brought response from the entire world. Our greatest leaders, our Jeffersons, our Lincolns, our Wilsons, our Roosevelts, were not great because they achieved purely American purposes but because they spoke to humanity at large and extended their vision to the entire family of man. But where is our world vision today? Where are even the slogans of yester-years—the war to end all wars, the war to make the world safe for democracy, the four freedoms, the century of the common man? Faced with the aggressive internationalism of world Communism, we have, it is true, responded. We have been forced beyond our wish to live and let live, our wish merely to stay home. “Fortress America” isolationism is dead. But our response, I fear, has been primarily a negative one. We have gone forth not to help the world toward goals we believe are relevant for all human living so much as to preserve the world (and often it looks as if by this we mean in the end ourselves) against the advances of our adversaries. Is it possible that whereas our adversaries have something to believe in, Communism, we have something to *dis*-believe in, also Communism?

Personally I am convinced that a negative world vision, epitomized in the phrase Communist containment, is inadequate for the needs of our times. For one thing, a negative vision can never match the appeal of a positive one. Whitehead put this succinctly when he said in another

context, “If man cannot live by bread alone, still less can he live by disinfectants.” But logic is also against it. When a positive position wins, its position is enlarged; when a negative position wins, it merely holds the dike. As nobody can win all the time, the best a negative position can hope for is to delay its eventual demise.

If America moves to an affirmative world vision consonant with our culture, its content will differ from Communism’s. And it is not difficult to see what this content should be. Our vision should be to build a *peaceful* world of *autonomous, prospering democracies*. The order of the four pivotal words in that sentence is important: where, in any specific situation, one of the four objectives must be temporarily subordinated to others, priority should, as a rule, be weighted toward the objective appearing earlier in the sentence. America’s methods in working toward these objectives should also differ from the Communists; they should incline toward evolution rather than revolution; they should be directed towards goals we really share with the nations in question; and they should give greater rein to freedom, individualism, and human rights than do our opponents. But our efforts in behalf of our vision should not be less than theirs. And American education should contribute to these efforts (a) by helping students to understand that the foremost problem in our contemporary world is not Communism but a deeper problem which Communism is riding, namely, the great East-West economic, racial, colonial, and human imbalance; (b) by helping them to understand that the alternative to world domination is not world indifference; and (c) by helping them toward fluency in one foreign language. This last is important in many ways, but not least as a symbol. There is a world image today of Americans as people who expect the world to meet them on their terms. Nothing would do more to correct this image than for every American to assume personal responsibility for bringing himself

to the point where he could meet the people of at least one other country, when they come here or when he goes there, on their terms.

Finally there is the matter of cosmic vision. I have said that the Communists seem to have one. This is dangerous, for men possessed can be more terrible than armies with banners. Possessed of good, they are terrible; possessed of evil, worse. But what of men unpossessed? And is this beginning to look like us?

I fear that it may be. Time does not permit me to sketch the outlines of a cosmic vision consonant with our Judeo-Christian tradition, contemporary science, and our democratic leanings even if I were capable of doing so. But two things I think we can say: first, that American education, particularly higher education, should be more concerned with the problem of discovering and clarifying such a vision than it now is; and second, that

whatever the metaphysical features of the vision itself, it must provide clearer sanctions for freedom, conscience, and variation than does Marxism. It must be more sensitive to the problem of means and ends, recognizing that the means we use will affect the ends we reap. And it must be cautious about sacrificing present lives, which are actual for blueprints of a future which may turn out to be largely visionary.

But these are topics for another day. As I have hinged my analysis on a parable, I shall return to it for our close. What the story of the Swindling Steward says to us is that our future depends upon what we do now, and that what we do must be as determined, as relevant, and as imaginative as was the steward's. Let us, then, take this leaf from his notebook, scoundrel though he was. For the children of darkness are wiser in their generation than the children of light.

When School Teachers Join College Faculties*

AMERICA'S 1,900 colleges and universities will need upwards of 250,000 new teachers in the next decade to provide for the estimated six million students who will overflow college campuses by 1970. Every possible source of supply must be tapped for needed staff, including the tens of thousands of elementary and secondary school teachers who might qualify for such service. Based on a careful study of present faculty members in Minnesota colleges,¹ the present article suggests why many persons who begin their careers in the lower schools later join college staffs and how they now regard their jobs.

Although reliable national statistics are not available, the proportion of college staff members who have taught in public or parochial schools is probably far larger than realized. For example, almost half (47 percent) of the random stratified sample obtained for the present study of faculty members in Minnesota's baccalaureate and advanced programs, reported teaching experiences in programs below the thirteenth grade. Since these individuals completed the same four-page printed questionnaires as colleagues lacking such

experience, the two groups could be compared as to their motivations for college teaching, preparation for this career, and current job activities and satisfactions. Later interviews with 87 randomly selected respondents threw additional light on the attitudes of faculty members toward their work.

Since practically all persons serving in Minnesota's eleven junior colleges had taught in public or church schools, the present analyses are restricted to 272 individuals in the twenty-one four-year or advanced programs included in the present study. Like their 294 participating colleagues who lacked this experience, these individuals were part of a 25 percent random stratified sample of all full-time faculty members who were engaged in some teaching activities at the time of this study. Due to the care with which the samples were selected and the instruments developed, and the unusually high return (94 percent) of completed questionnaires, the findings merit thoughtful study. All differences reported below, unless indicated as "slight," satisfy the .05 level of confidence, and where the term "significant" is used, they meet the .01 criterion.

PERSONAL INFORMATION

Several facts about these former school teachers stand out clearly, and provide essential background for the later discussion of their motivations and satisfactions. In the first place, these individuals were not distributed in equal proportions among the cooperating colleges, but tended to cluster in institutions with a strong emphasis on teacher education. The five state colleges (formerly called

* For many years, the NCA's interest in teacher recruitment and education has been both continuous and comprehensive. A projected study of the in-service education of college teachers is mentioned in Association Notes and Editorial Comments of this issue of THE QUARTERLY. In view of these facts, Professor Eckert's article is most timely. EDITOR

¹ Early findings from this study, which was made under a grant from the U. S. Office's Cooperative Research Program, are reported in Stecklein, John E. and Eckert, Ruth E. *Factors Influencing Choice of College Teaching as a Career*, Bureau of Institutional Research, University of Minnesota, January 1958. The Bureau of Institutional Research has also assisted in the analyses reported in the present article.

teachers colleges) had the highest proportion of staff (66 percent) with such experience, and the University of Minnesota the lowest (28 percent), with the fifteen liberal arts colleges occupying a midway position (49 percent).

The group with prior teaching experience also included a significantly higher proportion of women faculty members (40 percent, as compared with 16 percent for the group lacking such experience). This suggests that some background in public or church school teaching may be particularly helpful to women seeking careers in higher education.¹

These former teachers did not differ significantly from their colleagues with respect to age, place of birth, or marital status. They also came from about the same socio-economic levels, with slightly more than half of the fathers reported as holding jobs classified as "unskilled," "semi-skilled," "farmer," or "tradesmen." Three-fifths (61 percent) of the fathers and slightly more (70 percent) of the mothers of these prospective school teachers had not gone beyond the high school, with more than half of these stopping at the eighth or ninth grade. Although parallel figures for other faculty members were quite similar, a somewhat higher percentage of the mothers (23 vs. 15) had had some college education. In general, these school teachers seem to belong to an upwardly mobile group, who would look upon elementary or high school teaching as a real advance over their parents' status. As two former school teachers commented:

My ambitions hadn't reached any higher than the high school level because, for one thing, I didn't know anything about college-level jobs, and secondly, because I couldn't see how I could get the necessary training.

Being a farm boy, my dream of becoming a high school teacher was quite a jump from the intellectual and social status to which my family was accustomed, and I never dreamed of going beyond it.

¹ For a discussion of the special problems of women faculty members, see Eckert, Ruth E. and Stecklein, John E., "The Academic Woman," *Liberal Education*. (Scheduled for fall, 1959, publication.)

MOTIVATIONS FOR PRESENT CAREER CHOICE

These experienced teachers, like most other persons who join college faculties, chose this field rather late, typically after several other career possibilities had been explored, and, in the case of these teachers, often after years of service in the lower schools. About a third of the latter group (35 percent) said that they had given some thought to this possibility while still undergraduates, which was slightly below the correlate figure for those lacking this experience. The following are representative comments from former public school teachers.

I had always looked up to college teachers with considerable awe, and never dreamed of aspiring to become one. . . . Most undergraduates put their professors on sort of a pedestal, and would think it brash to consider the job for themselves. (Indust. Arts)

If I thought anything about college teachers as an undergraduate, perhaps it was that the long summer vacation would be nice. I knew nothing about teaching loads or teachers' salaries, and very little about the kind of life that college teachers live. (Biology)

In appraising factors that had finally influenced them to join college faculties, both groups gave some weight to external (or circumstantial) happenings, such as being counseled in this direction by teachers or counselors (mentioned by about 50 percent of both groups). Statements such as the following suggest how influential some educators were in this process.

I had excellent high school teachers in this field . . . people who stimulated my imagination and interest. . . . A high school superintendent who talked about the dignity and worthwhileness of teaching also made a strong and lasting impression on me and my classmates, and had a good deal to do with my later decision.

I had one high school teacher who was really superb . . . who knew how to guide and bring out the best in a person . . . and she influenced me greatly.

A high school chemistry teacher, who had encouraged me to do some teaching in what he called "help sessions" was probably the first person to influence me . . . he also helped me get a four-year college scholarship.

The dean of the College of Education, who was a person of unusual vision and influence, took time to talk individually with his graduate students, and he significantly influenced my choice of college teaching.

The experienced teachers reported less encouragement in this direction from the award of graduate scholarships or fellowships (18 vs. 31 percent for the non-teaching group), but they gave somewhat greater weight than their colleagues to the actual offer of a college-level job. More than two-fifths of these former teachers (44 percent) said that they had never thought seriously of joining a college faculty until some institution extended them a definite offer. Illustrative are the following statements:

I became interested in college teaching when I received a call and was asked if I should like to teach courses in economics and business organization.

The only accurate answer to the question concerning my interest in college teaching is that this came when I was offered a job at _____ College.

I got in purely by accident, for this would never have occurred to me. I was teaching at _____ high school when I was offered a job at _____ College.

College teaching sort of sneaked up on me gradually through the fact that I was invited first to teach a few summer session classes and then offered my present job.

How fortunate and yet how accidental it was that this opportunity (an offer extended while visiting a friend on the campus) really brought my life goal into focus.

In identifying their underlying interests or motivations for faculty service, staff members with some experience in the lower schools showed more concern than their colleagues for the teaching opportunities involved. More than half (54 percent) of the experienced teachers, for example, said that they prized this opportunity to work with college-age students, which had been cited as a reason by 38 percent of their colleagues. The latter persons were equally impressed with the chance this career offers to be a scholarly person, with research interests specifically mentioned by 38 percent of those who had not taught below the 13th grade, as compared with 17 percent of all persons with such experience.

EDUCATIONAL TRAINING AND EXPERIENCE

Teachers who later joined college staffs came in significantly high proportions from church-related liberal arts colleges (42 vs. 28 percent for the persons lacking this experience) and from state teachers colleges (15 vs. 4 percent respectively). Fewer, in turn, received their undergraduate degrees from public or private universities, which suggests that complex institutions may not nurture these particular interests as effectively as the single-purpose colleges do. Fewer of the prospective elementary and secondary school teachers had been awarded graduating honors or other types of academic recognition (41 percent vs. 55 percent of their colleagues).

Although both groups had relied mainly on parental help and earnings from summer and part-time jobs to finance their undergraduate work, persons who later joined school staffs reported less use of G.I. benefits, earnings of a spouse, and scholarships or assistantships than their colleagues did. Differences in methods of supporting graduate studies were more impressive, for most of those who had taught in the lower schools pursued their graduate studies on a part-time basis, financed from personal savings (reported by 54 percent, as compared with 30 percent of the non-teachers). As one interviewee commented, "Many high school teachers are interested in and would do a good job as college teachers if someone would only help them pay the expenses of getting advanced degrees." They made significantly less use of scholarship and fellowship aid (17 vs. 33 percent respectively), or of income from part-time college teaching while pursuing graduate studies (25 vs. 41 percent respectively).

In view of this striking difference in sources of support, it is perhaps not surprising that many fewer persons with school teaching experience had completed their doctoral studies (39 vs. 54 percent of those lacking this experience). Another 20 percent in each group had taken some work beyond the master's degree and

may later swell the total for earned doctorates. An analysis of the fields in which masters' and doctors' degrees had been conferred revealed a significantly higher concentration of the ex-school teachers, at both levels, in Education, and of their colleagues in the areas of the biological and physical sciences. This harmonizes with information regarding their current teaching fields, where the largest difference occurred in the numbers currently teaching courses in Education (29 vs. 6 percent respectively).

Slightly more than half of these former teachers reported that they had taught in high schools; the others indicated elementary teaching or did not specify at what level they had worked. Although no direct questions were asked, it was evident that many of these teachers had also served at some time as supervisors or administrators. Many spoke appreciatively of how much their experiences with children and adolescent youth had contributed to their subsequent teaching of college youth.

I lost much of my snobbery during high school teaching . . . I became more articulate, gained an appreciation of American (as well as English) literature, and also came to recognize the importance of speech training.

I feel that no one should teach in college without experience in the lower schools.

CURRENT ACTIVITIES

The strong commitment that most of these former public and church school staff members had to teaching shows up clearly in the ways in which they now spend their working hours. Studies of the ways in which they had distributed their time among six major faculty activities reveal that these former school teachers put significantly more hours than other staff members into their classroom teaching and the preparation required for this. Almost a third (29 percent) stated, for example, that they gave four-fifths or more of their time to their teaching responsibilities which is almost double the correlate figure (17 percent) for their colleagues. They likewise gave more attention to related student services, such as

counseling and work with student organizations than their colleagues did. Like the latter, they also spent some working hours each week in attending campus committee meetings and in fulfilling off-campus requests for professional help.

The activities that suffered most from excessive work in these other areas were research and the scholarly writing that normally accompanies this. Although faculty members in all fields gave very limited time to these activities, this was particularly true of former school teachers. Almost three-fifths (58 percent) of the latter said that they were currently devoting *no* time to such activities, as compared with 31 percent of other faculty members. Only 19 percent of the experienced school teachers, as contrasted with 51 percent of their colleagues, said that they were currently giving 10 percent or more of their working hours to research and writing.

Should these faculty members' proposals for a redistribution of their working time be adopted, the differences noted above would be accentuated. Whereas 32 percent of the non-teachers would like to give still more time to teaching and other student services, half (51 percent) of the former teachers gave this response, and this difference was significantly reversed for research activities. Replies to a second item, probing activities to which these faculty members should prefer to give less time, harmonized with the above. A significantly lower percentage of the former teachers also did not reply to this latter item, suggesting that such persons may be somewhat less selective about the ways in which they would choose to spend their time.

JOB SATISFACTIONS AND DISSATISFACTIONS

Faculty members with public or church school experience showed generally favorable attitudes toward their jobs, as did those with other backgrounds. Both groups expressed more satisfactions than dissatisfactions with their present career

choice, and both affirmed, by an overwhelming majority, their desire to continue in it.

The satisfactions expressed by most of these teachers centered in the work that college teachers do, suggesting that these activities are inherently pleasant and challenging. But the two groups singled out somewhat different aspects for special mention, with the experienced teachers citing a greater number of satisfactions accruing from their associations with students and fellow faculty members. Many commented glowingly on what it had meant to them to work with "better motivated students" and with "wonderful colleagues," sometimes noting how little they had realized, before they actually got into college teaching, what profound satisfactions could be found in a community of scholars and students. Others contrasted their current situation with less certain fortunate experiences in the public schools:

The college teacher is free to say what he pleases . . . he can even disagree with the administration. . . . In fact, he is urged to state his own position, even if it is different from that of the administration.

My work is now evaluated professionally . . . there is no longer a sword hanging over my head in the form of a capricious lay public. (Stated by a former school superintendent.)

The non-teachers, in contrast, made greater mention of satisfactions and joys they had experienced from the transmission of knowledge to their students and from doing research. These types of rewards were not overlooked by former school teachers, but they expressed less keen enthusiasm than their colleagues for the discovery or fresh interpretation of knowledge. In enumerating their satisfactions, few persons in either group cited material rewards or appreciations that they had received for their services.

Most dissatisfactions were associated with the conditions under which college teachers work and with the meager recognition accorded their labors, rather than with the actual duties involved. Both groups were sharply critical of low salaries

(mentioned by almost three-fourths of all respondents) and of excessive work loads. Experienced teachers made slightly greater reference than their colleagues to limited facilities and to slow rates of promotion. The following comments typify the dissatisfactions expressed by these former teachers.

My salary is lower than I received in high school. . . . Many of my colleagues spend half their time working on other things to get enough money either to live through the summer or to pay current expenses. I myself am getting by only because my wife also works.

The total responsibilities of most college teachers are too great. . . . Administrative officers never seem to count all the extra things that are included, such as advisory responsibilities (40-50 students), committee responsibilities, administrative duties, and the like. . . . Instead, every faculty load has to be in terms of so many hours of teaching.

Faculty members are run ragged with committee assignments and excessively heavy community responsibilities which consume a great deal of time needed for teaching.

Asked whether they would be likely to reaffirm this career choice, knowing what they now do about college teaching, more than five-sixths of all these faculty members responded positively. Although a few of the 272 experienced teachers were uncertain as to what they might do, not a single individual gave a negative answer, which 10 percent of their colleagues had done. It would appear that persons with elementary or secondary school teaching experience are even more satisfied with their jobs than are persons who had come to the field directly or from other types of positions.

Impressed with the need for enlarged and strengthened faculties in the years ahead, these former school teachers suggested many ways of recruiting and holding qualified staff, most of them quite similar to the recommendations made by other faculty members.¹ But there was a greater note of urgency in many of their

¹ See Eckert, Ruth E. "Faculty Views on the Recruitment of College Teachers," *Journal of Higher Education*. (Scheduled for fall 1959, publication.)

proposals, perhaps because of the lengthy and tortuous course by which some of these people had come into college teaching.

The high school is the crucial level at which to begin to recruit college teachers . . . first by making liberal studies available, and then by teaching them very well, so stimulatingly and interestingly that enough good students become interested, from among whom colleges can later recruit those who should become college teachers.

If ever we hope to fill our recruitment goals, we cannot wait for people to come to us, but should instead go out to offer and persuade qualified people to change what they are doing to college teaching instead, and make the offer attractive enough to win them over.

SUMMARY AND IMPLICATIONS

The present findings, based on a random stratified sample of Minnesota college faculty members, describe two groups of teachers—those who had had some earlier public or church school teaching experience and those whose teaching began at the college level. Responses from questionnaires and interviews suggest that these groups are not notably different in their job motivations, present outlook, or basic values. But they were significantly distinguished on a few points.

1. They had won fewer distinctions in college, and had received fewer awards for graduate study. In consequence, they usually pursued advanced studies on a part-time basis, with a much smaller percentage achieving the doctor's degree than was true of their colleagues.
2. Their chief reasons for seeking a college job centered in their interests in teaching, which is the activity to which they now give most of their time. They give significantly less time than other teachers to research and seem less aware than their colleagues of the need for the latter, perhaps because they are so heavily involved in services to students and to the college's general clientele.
3. Their satisfactions inhere chiefly in their relationships with students and other staff members, and decisively outnumber their complaints, which are largely directed at low salaries and excessively heavy work loads. More

than five-sixths would again choose this career, and not a single individual in this group gave a definitely negative answer to the question on this point.

In view of the great need for qualified staff in colleges and universities, the following implications may be drawn from these findings.

1. The lower schools constitute a rich source of supply for college positions, and much more should be done to acquaint teachers at these levels with career possibilities in higher education. This should aid in recruiting qualified teachers to college jobs. It should also help elementary and high school teachers to counsel able students regarding opportunities in this field.
2. More scholarships and fellowships should be given to promising elementary and high school teachers to aid them in preparing for careers in higher education. This will help colleges to get better teachers and to get them more quickly than under present laissez-faire policies.
3. More guidance and inservice training should be provided to stretch all faculty members' conceptions of what membership in an academic community involves. Former school teachers stand in special need of this, since they tend to carry to this level the images or models developed in their work in the lower schools.
4. Efforts should be redoubled to improve college teachers' working conditions and to raise their salaries sufficiently to attract outstanding young people who are presently lured into non-academic fields.

The present findings do not justify an indiscriminate raiding of the lower schools for qualified candidates, since good teachers must also be sought and held in elementary and high school posts. But they clearly point up the need for a selective recruitment program, aimed at attracting individuals with the requisite interests and abilities to careers in colleges and universities. As teachers of those who will later staff elementary and high school programs and every other enterprise requiring educated talent, such individuals will be in a strategic position to nurture excellence in all aspects of American life.

Still Another Look at Teacher Education*

THE EXPLOSION OF NEW KNOWLEDGE, the growth of specialization and the shrinking of distances between peoples, among other factors, have given teachers, especially in their role as social scientists, a most challenging responsibility. The ultimate bearers of this obligation are the teachers of teachers. The need for re-evaluating the objectives and scope of teacher education programs, therefore, is obvious. Not so obvious is the direction which educational leaders should give to the reform of teacher education. Any real advancement, however, must involve the development of teaching as a profession which is based on the twin pillars of theoretical knowledge and organized research.

The current controversy over education is a blessing in that it has aroused a commendable widespread interest in the problems of instruction at all levels. The desire for excellence, however, has been subverted in some measure by haste and bias. The mere identification of the prominent differences between the extreme positions has become toilsome. Attempts at intelligent delineation of the purported weaknesses of education lead from convictions which are polarized in either the "progressive" or the "traditional" processes of education. Much of the controversy has bogged down in a quagmire of personal recriminations which have handicapped *a priori* progress toward constructive concern and action.

Educational leaders find their house

divided from within by seemingly irreconcilable professional educators and academicians and attacked from without by a post-Sputnik conscious public. Segments of school and society dangerously advocate the emulation of the Russian system of education. Others with a Maginot-line mentality stand ready to salvage the best of the tried and proved, but show little inclination for experimentation. Finally, there is a contemporary urgency for a crash program, as if the weaknesses in education, like the missile lag, can be corrected by more money and overtime.

Pressures and progress in education are highly incompatible. The first prerequisite for the improvement of teacher education, therefore, is a firm stance in favor of a perceptive long-term concept of change. It must be nurtured by a critical attitude unaffected by emotions. A disinterested search for steady, stable and higher objectives is in order. Medical, legal, and other professional educators are searching for new and better ideas with a cool detachment which teacher educators must also be able to discover.

This scholarly detachment is not easily obtained. Teacher educators have borne much of the criticism for our failure to retain world technical leadership. Their students, so the charges go, have been trained, not educated, for teaching. The emphasis on the tricks of the trade and life adjustment courses has depressed academic standards to the low level of mass mediocrity. The American teachers college, whose very name suggests a trade-school temper, has become the institutionalized target for many who take up

* Mr. Meyer was attending the Center for the Study of Higher Education at the University of Michigan when he prepared this article. It is published here owing to the long-sustained interest of the NCA in teacher education.—EDITOR

the cudgels against the educationists.

This consensus is as prevalent as it is extreme and need not be documented here. It is cradled in a time of crisis which the ancient Chinese say provides the incentive for the greatest time of learning. Unfortunately, however, the yearning for learning becomes so intense that it frequently results in myopic vision and such bare facts as that teachers colleges require no more professional courses than other types of colleges and that moreover they produce no more than about one-fifth of the annual total supply of teaching graduates are conveniently sacrificed at the altar of ignorance and prejudice. Our situation is not unlike that which Vichy, France experienced after 1940 when, in a misguided haste for truth and repentance, the government of Petain, erected on the misery of the Nazi victory, sought consolation by destroying professional educators and normal schools.

THE NEED FOR THEORY IN TEACHER EDUCATION

It is not suggested that teacher educators and teachers colleges be given a clean bill of health, although an unhurried view of the literature and an objective first-hand appraisal of the alleged loci of the failure to teach teachers more appropriately will disprove many of the specious charges against them. The establishment of valid counter-evidence to these charges will inadequately explain the relatively low estate of teaching as a profession. Much of the answer-seeking in teacher education is directed at symptoms in the operational sphere rather than at the malady itself which is embedded in the theoretical. And the malaise will continue unrelieved until the theoretical issues which lie underneath the surface of the polemics are properly diagnosed and treated. Professor John Brubacher has put his finger on the nub of the matter: "But even after [the] favorable remarks have been made, if we are candid with ourselves, we must admit that there is still something basically weak in our pro-

fessional posture. *That something is, I believe, a failure to develop a proper regard for the theoretical study of education.*"¹

The real divisive issues in teacher education are in its poorly articulated theoretical, not in its operational dimension where, curiously enough, much of the present controversy has demonstrated that educationists and academicians are not so widely apart as commonly assumed. There is general agreement, for example, that the teacher should be liberally educated, that he have a scholarly knowledge of some specialized field, that he be able to relate his specialty to other fields of knowledge, that he possess professional competency, that he refine his professional knowledge and skill during his in-service tenure, and that the education of the teacher be the dual responsibility of both academicians and professional educators. The parting of the way comes in the nebulous area of theory where teacher educators have failed to meet and academicians have remained aloof from the need to harness knowledge in a systematic order to answer convincingly such questions as, What is the purpose of education? Who should be educated? What is the validity of public education and its curricula?

The answers to these questions have been sought on an empirical, *ad hoc* basis through the backdoor of teacher education procedures, which therefore unnecessarily have become the crucible of controversy. As long as teacher educators fail to develop the aspect of theory, teacher education, no matter what methodology is devised, will remain the scorned foster-child of the liberal arts. Professor Harold Rugg has also made it clear that the teacher educators' "prior task is to develop an adequate theory which will organize our wisdom and provide the motive power to put it to work. That we

¹ John S. Brubacher, "The Role of Theory in Professional Status," *Address*, New England Teacher Preparation Association, New Ocean House, Swampscott, Massachusetts, October 7, 1958, p. 2. Mimeographed copy.

have the ingredients of wisdom is clear, but they must be organized in a great design, on which a program of education can be erected."¹

Unfortunately, many teacher educators who strive to improve the reputation of teaching seek to give it the professional halo solely by cultivating such virtues as *esprit de corps*, dedication, service, improved personnel policies, professional and accrediting organizations, and higher salaries—only the external earmarks of a profession. The rank and file in teacher education have given priority to the promotion of these ends, rather than to theoretical knowledge, as the *sine qua non* of professionalism. Teacher educators who work to structure the practice of teaching into a synthesized intellectual framework are few and far between. Professor Rugg has expressed concern that it would be difficult to recruit a score of educational theorists to staff a hypothetical Institute for Advanced Studies in Education and Related Areas patterned after the well-known Institute at Princeton.²

The recognition that professionalism in education is related to the science as opposed to the art of teaching, and that education can be intellectualized was registered by educators almost a century ago. President Edwards, of Illinois Normal University, addressing the National Teachers Association in 1865, for example, stated that education is "as noble a science as ever engaged the thought of man. There are immutable principles here. . . . There is . . . a foundation for a profession of teachers. . . . In truth, the science of education," like the science of medicine, for example, "is now, in some respects, in the most satisfactory condition."³ Toward the end of the nineteenth century, as universities became the crossroads of the normal school and liberal arts teacher education traditions, the opportunity to

bridle diversified knowledge in support of procedures was enhanced, and the argument for education as a liberal study became widespread.

The maturation of educational theory, however, has been painfully slow and inadequate.⁴ Moreover, its development has been an additive and *ad hoc* one. This eclectic attempt to give theory to education has resulted in a sequence of courses under the badge of "foundations of education." This design to impart professional systematized knowledge serves more to bridge the gap between the liberal arts and education. It does not make education itself a liberal study; education simply continues to make knowledge more efficient by skill. Professor Brubacher describes "foundations" courses as a "gluing of boards together to make trees."⁵ In practice, they are specialized segments of the liberal arts, such as history, philosophy, and psychology, which contribute little to the real conceptualization of teaching because too often they are offered as unrelated subjects and even as such do not relate to the problems of modern education.

The liberal arts are studied as subject matter areas to be taught in the classroom, rather than as a source for a theory of education. Education borrows from the liberal arts without becoming one itself. This misguided search for innocence by association with the liberal arts has only increased the scorn of academicians, who regard education as an interloping distant relative seeking to pragmatize the traditional intellectual function of colleges and universities. Contemporary criticism of teacher education is superficially but not basically aimed at its utilitarianism, for on this basis medical and other types of professional education could be similarly criticized. Rather, the strictures against education result from the failure

¹ Harold Rugg, *The Teacher of Teachers* (New York, Harper & Bros., 1952), p. 16.

² *Ibid.*, p. 17.

³ Richard Edwards, "Normal Schools in the United States," in National Teachers Association, *Proceedings and Lectures* (Hartford, 1865), p. 280.

⁴ A perusal of the aims and objectives in a hundred teachers college catalogues for 1958-9 reveals a generous sprinkling of references in the vein of "learning the arts of teaching and managing schools."

⁵ Brubacher, *op. cit.*, p. 16.

to formulate a scholarly base for its usefulness. Moreover, in an honest effort to root education in intellectual foundations, teacher educators have allied themselves with the behaviorial scientists, who are as suspect in the eyes of the humanists especially—the professors of history, languages, philosophy, and physical scientists—as the educators themselves. This “unholy alliance” only confirms for the humanist the incompatibility of education and the liberal arts. The advancement of teacher education will be impeded seriously until academicians can be converted into a body of believers who will accept the fact that teaching, although for centuries regarded as an art, can be intellectualized.

There are several other factors which explain the erratic course toward professionalism. Teacher education in this country is not much more than a century old; and during this relatively brief span, except for the period of the depression in the thirties, there has never been an adequate supply of teachers. The shortage and rapid overturn of teachers have not made possible the extension of pre-service education allowing for theoretical considerations. Justifiable priority has been given to the empirical “how to do it” courses, which insured a measurable if not always satisfactory degree of competency for students entering the relatively fluid and low-salaried field of teaching.

As the pre-service education for teachers is prolonged to the current optimum period of five years, now more and more obtainable, it would appear that a curricular program giving suitable balance between theory and art is in the offing. A recent analysis of fifth-year course enrollments, for one year, of more than a hundred students in a major state university, however, reveals that the opportunity to buttress teaching design with theory is unappealing. Only 24 percent of the course elections were made in the “foundations” area (11 percent in history and philosophy, 13 percent in psychology),

whereas over one-half were made in the fields of administration (23 percent) and curriculum planning (31 percent). The desire to prepare for the more remunerative administrative positions is understandable; but if this single piece of evidence of putting design before theory is indicative of a general trend, we cannot be too optimistic about elevating the professional status of teaching.

An additional obstacle to giving intellectual content to teacher education is the common practice exercised by officials of teachers colleges and colleges of education in giving precedence to public school experience as a qualification for new staff members. A recent study reveals that approximately one-half of teachers college faculties have had some elementary or secondary school experience. Although other types of higher institutions select about one-half of their faculties from the graduate schools, the teachers colleges obtain only 29 percent from this source.¹

This condition prevails even more prominently among college teachers of education. In three states, Ohio, Minnesota, and Michigan, where studies of the status of college teachers of education have been made, less than 10 percent have not had some elementary or secondary school apprenticeship.² Although this emphasis on public school experience is valid to the extent that it contributes to a more intelligent analysis of the practical in teacher education,³ it is not a stride in the direction of making education courses less anecdotal and more intellectual and challenging. Many of the staff with public

¹ National Education Association, *Research Bulletin*, February, 1958, p. 18.

² George Dickson *et al.*, “The Status of College Teachers of Education in Ohio,” *Educational Research Bulletin*, November 13, 1957, pp. 245-66, and Paul Emerich, “Some Characteristics by Rank of Teachers of Education in Michigan,” *History of Education Journal*, Winter, 1955, pp. 182-91.

³ This stress on the practical is in part in response to school superintendents who want beginning teachers with greater competency in meeting the daily behavior and administrative problems in the classroom. See, for example, “Is There Duplication in Teacher Education Courses?” *Nation's Schools*, August, 1957, p. 8.

school experience, notwithstanding their manifest lack of academic preparation, are asked to fill the breach in the "foundations" area for which qualified instructors are at a premium. Professor Morris Cogan observes that as a result of "a crass over-evaluation of public school teaching experience as a qualification for collegiate instructors . . . the cause of scholarly competence is badly served because many professors of education . . . uninitiated in the rigors and the meticulousness of scholarly discipline, become unwitting dilettantes, handling in superficial fashion concepts from sociology, political philosophy, and psychology."¹

THE NEED FOR ORGANIZED BASIC
RESEARCH IN TEACHER
EDUCATION

Obviously these are only a few of the numerous identifiable aspects of teacher education which need corrective measures for the sake of upgrading its intellectual content. These and others like them, however, are tangential to the major obstacle in the path of progress toward a theoretical footing, namely, the lack of quantitative and qualitative research bearing on teacher education.

The application of organized systematic research to teacher education has a two-fold function. One is to provide an adequate base of empirical data for the construction of a scholarly theory of education, which will solve the questions beginning with "why." It is in this realm, as has been suggested, where the real divisive issues in education exist. The other, though not always unrelated to the first, is to shed light in the sphere of procedures, in answer to questions beginning with "how." Here, as has been suggested also, most of the heat of the present controversy in teacher education is mistakenly generated, notwithstanding general agreement on operational objectives.

Professional educators and academicians agree, for example, on the teachers' need to be liberally educated; but with neither group certain of "how" this should be achieved, research must provide the answer.

Educational research is deficient in both quantity and quality at a time when it should be giving perspective to conflicting views and thrust toward higher professional status. As an object of scholarly research, education is in its infancy; and at the present there is more recognition of the need than promise for its fulfillment.

Constant attempts to establish the need are being made. One example is the unique Wisconsin Citizens' Conference on Educational Research, sponsored by lay and professional groups, held at the University of Wisconsin in March, 1958. The meeting, dedicated to the theme, "Research, Not Debate, Will Produce Better Schools," sought a beginning in the mobilization and coordination of research resources in their application to educational problems. Another example is the effort of the American Association of Colleges for Teacher Education to identify areas of needed research in teacher education, fortified with the counsel that "Educationists do well to remember that the pure academician's respect for a division of knowledge is in proportion as that field has developed a foundation of respectable research and empirical knowledge."²

It is true that higher education is now receiving more funds than ever before for organized research. The total spent for this purpose in 1953-4 was some 375 million dollars.³ The federal government, charitable foundations, and industry, as the major sources for these funds, earmark most of it, however, for the sci-

² American Association of Colleges for Teacher Education, *Needed Research in Teacher Education* (Oneonta, N. Y., 1954), p. 5.

³ Office of Education, *Biennial Survey of Education in the United States, 1952-4*, Chapter 4, Section II (Washington D. C., Government Printing Office, 1957), pp. 56-9.

¹ Morris Cogan, "Professional Requirements in Programs for the Preparation of High School Teachers," *Journal of Teacher Education*, September, 1958, p. 276.

entific and applied science areas in the large universities, with very little being apportioned to the fields of the humanities and social sciences. In 1957, the total spent by all agencies for basic research in education was under seven million dollars. In contrast, Lockheed Aircraft spent $128\frac{1}{4}$ million dollars or 16 percent of its dollar volume, of which over 98 million was supplied by the government.¹ One is tempted to pose the academic question whether, in terms of basic research expenditures, Lockheed aircraft are eighteen times more crucial than all of education for national survival. Or is education, unlike aircraft, relatively unaffected by the impact of obsolescence?

Aside from other arguments which could be mustered in support of federal aid, there is an adequate precedent for an increased flow of federal money for organized research in teacher education. This is the land-grant program for agriculture and engineering, which has not only contributed to remarkable progress in their "usefulness," but also toward the theoretical structuring of empirical data. If for the past century teacher education had been the recipient of similar support, its status today conceivably could be as different as that of agriculture and engineering compared to a century ago.

Although the land-grant program operated largely apart from the graduate schools since it was staffed largely by independent research workers, the need in teacher education is for more basic research efforts within the graduate schools by students and faculty. The emphasis upon teaching and administration in graduate education programs is not without serious consequences. There is a singular lack of qualified research-oriented scholars, although the plethora of doctorates in education would seem to belie this fact.²

¹ Lindley Stiles, "What Research Can Do for Education," as embodied in *Copies of Speeches Presented at the First State-wide Wisconsin Citizens' Conference on Educational Research* (University of Wisconsin, March 10, 1958), p. 30. Mimeographed copy.

Professional educators, in an altruistic but exaggerated attempt to establish rapport with the public, have hoisted upon themselves a host of extramural activities which, together with departmental teaching loads which are heavier and departmental budgets which are smaller than those in the academic fields, have made time for detached contemplative study and research almost impossible. It is unfortunate that among the traditional teachers colleges having graduate programs only about one in five is able to report any semblance of an organized research program.³ Furthermore, teachers colleges received only .05 of 1 percent of the total expenditures reported for organized research in 1953-4.⁴ Although universities received 80 percent of the total funds, it may be surmised that colleges of education received very little of it.

Teacher education deserves more quality and less trivial research than it is getting. The favorite but often least valuable type is the Gallup-poll variety of questionnaire study, frequently unrepresentative in its sampling and unrelated to fundamental principles. Experimental studies often are not carefully controlled, and historical and philosophical works are inadequately documented. Sophistic investigation, which has contributed so much to the stereotype of dilettantism in education, has no place in a field of endeavor which has progressed so much in spite of its own weaknesses and which possesses a high potential of perfectibility.

The temptation to explain the low state of educational research as a consequence of inadequate monetary support, how-

² In the aggregate United States during 1955-6, 1,583 doctorates were conferred in the field of Education, or 17.8 percent of the total conferred in all fields. Education was second only to the physical sciences which granted 1,667 doctorates. Office of Education, *Biennial Survey, 1954-6*, Chapter 4, Section I, 1958, pp. 94-102.

³ R. J. Young, "Educational Research in Colleges and Universities," *Journal of Higher Education*, June, 1958, pp. 332-3.

⁴ *Biennial Survey, 1952-4*, Chapter 4, Section II, 1957, pp. 56-9.

ever, must be overcome. Interested researchers will have to pull themselves up by their own bootstraps. They must recognize that the flow of subsidies will increase in proportion to a prior improvement of quality research. The long-term requirement is the identification and encouragement of students with a research attitude for advanced work in education, who will give at least as much priority to the theoretical as to the procedural in teaching. Together with the creative minority already in the field this new generation of scholars must correct the major defect in teacher education research today, which, as the AACTE has described it, is "the lack of an adequate undergirding theory"—the consequence of research which "has been 'timely' rather than 'timeless,' aimed at immediate application rather than finding basic facts and principles."¹

The improvement of quality research

in both theory and methods, but with special stress upon making education an intellectual study, is of prime importance. The failure to do this, at a time when industry, government, and other professions are increasing their knowledge through more organized research, and as the demand for quack remedies in education is mounting, can contribute only to the sterility and lower repute of teaching. Dewey's oft-quoted admonition that theory is, in the long run, the most practical device for excellence bears repeating until education has achieved real professional status.

¹ American Association of Colleges for Teacher Education, *op. cit.*, p. 9.

Although the AACTE recognizes the need to search for first principles, in its listing of almost 600 suggested research topics, the "foundations" area is severely neglected in favor of the operational. Only twenty-eight topics, for example, are listed under historical background and twenty under psychological theory as these relate to the scope, function, and objectives of teacher education.

Legal Basis of Minnesota Teachers' Contracts*

VALIDITY OF CONTRACTS

CONTRACTS for teaching services are subject to the same laws as are other contracts. There must be an agreement to perform a service for a certain stipulated wage or other consideration; both contracting parties must have the authority to enter into such a contract; the conditions of the contract must be definite enough so that it is enforceable; and the compliance of both parties is an unwritten, though integral, part of all contracts.

In Minnesota a person is not qualified to contract for teaching unless he has a teaching certificate. Thus it was held by the Minnesota Supreme Court in the case of *Jenness v. School District No. 31* (13) that a certificate obtained after the contract was made is not sufficient to validate the contract.

An oral contract does not bind the school board as the statutes provide only for written contracts. Services provided before the teaching certificate was obtained and the contract signed are of the nature of voluntary acts (16). The board need not recompense the teacher for such services, but could do so if it wished.

Minnesota General Statutes, 1913, section 2745 contains this provision: "A majority of the school board shall constitute a quorum, but no contracts shall be made or authorized except at a meeting of the board of which all members have had legal notice."

The question arose, what constitutes

"legal notice"? In one case a Mrs. Wood (28) was seeking a teaching position and called upon two school board members who happened to be together. She then went across the road to the farm of the absent board member and asked if he were going to be at the meeting that evening. He apparently had not been notified and continued to do his chores. He did not appear at the board meeting.

It was held by the supreme court of the state that the mere mention of the meeting by a prospective teacher was not sufficient. The notice must be given by someone in authority, and a reasonable length of time in advance. It was not determined if a verbal notice of a meeting to issue a teaching contract would have been satisfactory.

In 1934, the *Hlavka* case (11) also turned upon what constitutes legal notice. Here the court decided that what would not be sufficient notice if all the board members were not present at a meeting, could be considered adequate if all were present. Legal teacher contracts could then be made.

A teaching contract which is valid when made may be rendered invalid by the action of the teacher prior to the beginning of service thereunder.

Although Josephine Hone (12) arranged for a substitute to take her place when it appeared that she would not be available at the beginning of the school year, the school board declared that she was no longer employed. It was five weeks and two school days after the beginning of the term before this teacher declared that she was ready to perform her duties.

The essential point here is that the con-

* The decisions reported in this article have juridical significance for boards of education, administrators, and teachers who may be concerned with litigation regarding tenure rights.—EDITOR.

tract was for the entire school year, and not an agreement to serve from month to month. The court declared, "In that situation a failure to perform a substantial part of the contract without fault on the part of the defendant (the school board), operated as a discharge thereof."

Two of the justices dissented saying that as the nature of the illness (slow recovery from an appendectomy in early August) was such that the teacher might reasonably have expected to begin her work earlier, the board should either have held her position open or be required to pay her salary from the time she reported for duty to the end of the year.

In 221 R.C.L. 614 there is the statement of the textwriter that "Rules and Regulations adopted by a board prior to the making of a contract of employment with a teacher, which are known or ought to be known to the teacher when he enters into the contract, form part of the contract, and the teacher's employment is subject thereto."

Even without a definite statement of rules of the board in the contract, the teacher is still bound by them. Rule 13 of the school board of Cromwell declared that any female teacher that married during the year would afterwards hold her position at the discretion of the board. When the teacher found that her marriage before the school year began caused her to be relieved of duty, her excuse that she did not know of Rule 13 was not acceptable. Mr. Chief Justice Wilson merely affirmed the law when he stated, "The board may make rules governing the selection and removal of employees." However, three justices dissented from the majority ruling of the court (1).

DURATION AND EXTENSION OF CONTRACTS

Contracts are binding upon the board of education as well as upon the teachers, and employees cannot be dismissed arbitrarily. If teachers have any rights at all, certainly one of them must be that contracts cannot be abrogated at will, but

only for acts of commission or omission or for some reason beyond the control of the board.

When a school principal is hired, he may not afterwards be dismissed so that the district may receive more state aid (24). Although the state board of education and the state superintendent have the power to deny certain financial aid to districts when administrative officers do not possess certain qualifications, such requirements cannot disqualify or remove a principal from a position to which he has been legally elected.

The resignation of a teacher, which is given to a superior so that he may hold a "club" over the teacher's head, is meaningless (10). In this case it was clear that to prevent a teacher on probation from acquiring permanent tenure, she was forced to sign a "resignation." After this the teacher taught for almost two years on the same basis as a regular teacher. Then the superintendent attempted to discharge her.

The superintendent stated that the teacher had always been considered a substitute teacher, on call as needed. She had removed her money from the teachers' pension fund and never redeposited it when she resumed teaching.

The court held that a resignation must consist of two parts: an intention to relinquish a part of the term of employment, and an actual severing of relations with the school district. Here there was no intention to withdraw from teaching in this school system; on the contrary the teacher and the superintendent agreed that she would continue teaching as before. She had been listed as a teacher on the basic salary schedule, and included in the manual as such. The school board's action in paying her salary, served to ratify the action of the superintendent in hiring her.

The school board asked Hueman (9) to resign within the year and directed the superintendent to accept her resignation when it was forthcoming. Hueman wrote a formal letter of resignation which she later withdrew. The question was whether

the superintendent could be empowered to accept the teacher's resignation, or whether this had to be a board action.

The court found that a resignation within the school year is only an offer to resign which cannot become effective until acted on by the board. Only the school board has the power to employ, dismiss, or accept the resignations of teachers.

In another case (6), a teacher had been irregularly employed as a substitute for three years. Even though three years of probationary employment is required before permanent status can be achieved, none of this time could be spent as a substitute.

A contract may be extended within the school year when this is satisfactory to both parties (19). When the board of trustees has under contract a legally qualified teacher, such contract must be approved by the voters in a common school district if it were to be binding for the following year.

When a board wishes to terminate a teacher's contract before the end of the year, it must grant the teacher a hearing and state its case, even if the teacher is not on permanent tenure. In the Kuehn case (14), the board notified the teacher that her work was unsatisfactory, and she was dismissed as the teacher of the district. She reported to the board that she was ready, able, and willing to live up to her contract. Under such conditions there could be no arbitrary discharge.

DISCHARGES UNDER TENURE

The great majority of termination-of-contract cases which reach the state courts involve some interpretation of tenure rights. In Minnesota, teachers may achieve tenure status only in the three largest cities after three years of probationary teaching.

Even the term "probationary teaching" is subject to various interpretations. In one case (17) it was held that as the teacher had taught for $2\frac{1}{2}$ years as a regular teacher, and for an additional $2\frac{1}{2}$ years

as a substitute teacher, she was entitled to tenure rights. It must be understood that as a substitute she was always available and in fact did teach most of the time. The court held that her employment was as regular as that of any of the other teachers, but that the rendering of the service as to time and place was not. What constituted regular employment was not determined only by the duration and regularity of service, but also by the scope and purpose of the original hiring. As the teacher was therefore under tenure, she could not be discharged except for cause.

Under the same circumstances there was a similar ruling in *Wilkes v. City of St. Paul* (27).

Under exceptional circumstances tenure may derive only from continued employment at a particular school but not within the school system as a whole. Teachers in an area vocational technical school sought a declaratory judgment asking to be classified as regular teachers under tenure and other laws.

This school was set up to take veterans and improve their vocational skills. The teachers were taken from industry and paid rates comparable to workers in their fields. They were not college graduates nor professionally trained teachers. They could achieve tenure rights after the probationary period was over, but only within this particular school, not in the regular vocational schools of the district.

Teachers hold contracts under such conditions as the board of education may require or be forced to impose. When *St. Paul* (3) found that the revenue would be insufficient for the coming year, the city could reduce all salaries equally. Even though most of the teachers were on tenure, such reductions were not a breach of contract as long as there was no demotion in rank or position.

Actually, what was done was to consider that all teachers were employed by the day instead of by the month. Therefore, they received no salary for such days as Thanksgiving day or the

Christmas holidays when they were not actually holding classes.

Is the superintendent of schools or another administrative officer a teacher in the school system? No, declared the Minnesota Supreme Court in at least two instances.

In 1943 the superintendent of the Duluth public schools sought to have the Supreme Court prohibit the board of education from discharging him claiming he had tenure rights as a teacher (4). At this time the superintendent had served seven years as head of the Duluth schools, while that city requires only three years of probationary service before one acquires permanent tenure.

Earlier, in 1932, the state attorney-general had opined that superintendents were not teachers under the provisions of the teacher tenure act. This opinion was approved by the state supreme court when, in this case, it stated "The opinion of the attorney-general, though not binding on courts . . . is binding on school officers until reversed by courts."

It was held that the superintendent of schools was not a teacher covered by the tenure laws, because he neither taught nor supervised any classroom within the common meaning of the term. Therefore, the school board did have the power to discontinue his services whenever his contract expired.

An administrative assistant to the Minneapolis school superintendent also sought tenure as an administrator. (2). This man formerly taught in the city schools, but as an administrative assistant had no teaching duties.

The courts decided that, as the superintendent did not directly supervise any classes or classrooms and therefore was not a teacher, his assistant could not be considered a teacher in the absence of any classroom duties. There could be no abandonment of tenure rights except by intention, and the assistant retained any tenure rights he had before beginning work in the office of the superintendent.

Would it be possible for the board of

education in one of the many school systems where the superintendent and principal teach classes, to remove such an administrative officer by claiming he is not a teacher and therefore not covered by tenure legislation?

The question is not a practical one because permanent tenure can be obtained only in the largest cities which are not likely to have administrative officers teaching classes. There have been no supreme court cases involving the tenure rights of such personnel as deans, department heads, or counselors.

A teacher (20) with four years of continuous, contracted service prior to the time when the teachers' tenure law became effective was informed that she had no position after she married. The law specifies certain causes for service termination, of which marriage is not one.

Although the teacher had signed a contract with the school board, it was held that this was not mandatory. As she had not been discharged for cause at the end of the school year, she was automatically rehired and could thereafter be discharged only for the causes specified in the law.

Teachers under tenure may be required to sign contracts for the coming year as an indication that they plan to continue within the system (18). Such requirement does not deprive the teacher of any rights or privileges, but gives the school board some reasonable indication as to the teachers' future availability.

Now we come to two cases, very much alike, in which the state courts have decided differently. A Mr. Ging (23) had taught in the public schools of Duluth for 32 years and was 65 years old. Although he had taught other subjects, after the tenure law went into effect he taught only social studies, and was at the time head of a high school social studies department.

A general reduction in the school enrollments, combined with a great decrease in the number of students taking social studies, made it necessary to reduce the teaching staff. An attempt to do this was

made through the granting of voluntary retirements and leaves of absences. The board then decided to retire all persons over 62 years of age. Ging appealed from this, claiming seniority.

The court held that in reviewing the discharge of teachers it could only determine if the board had acted in a malicious or arbitrary manner. When the board acts within its power in selecting teachers to be discharged, as it could do if there were no positions left in the system, for which they were qualified, the board had the power to act as it wished.

A discharge of teachers after they were given a notice and a hearing does not deprive them of rights under "due process of law." The court could not try the case from the beginning in the absence of any substantial evidence of fraud or unreasonableness.

The tenure law was not intended to guarantee employment to teachers regardless of the availability of positions or number of pupils. The law was designed for the welfare of the public and the students and it was within the powers of the school board to determine policy matters of this nature.

In a later case (8) the superintendent abolished the position of "supervisor of special classes" and transferred the incumbent to a girls' occupational school as its principal. A trial court declared that this was a demotion and the person must either be reinstated or assigned another position at her former salary. The superintendent complied with this order by giving her another school to administer, so that she eventually received a salary even greater than as a supervisor of special classes (cf. 2 and 4).

In *McSherry v. City of St. Paul* (17), Mr. Justice Olson has summarized much of the history of civil service and tenure legislation. He emphasized that teacher tenure is for the good of the school system. Certain of his dicta are highly significant:

Teachers' tenure, like civil service and other similar movements, dates back now over a period of many years. . . . Generally speaking, the tenure so sought

was interpreted to mean, in substance, the application of the principles of civil service to the teaching profession. It was thought that for the good of the schools and the general public the profession should be made independent of personal or political influence, and made free from the malignant power of spoils and patronage. . . . The objectives sought have been to protect the teachers against unjust removal after having undergone an adequate probationary period; that the movement itself has for its basis public interest, in that most advantages go to the youth of the land and to the schools themselves, rather than the interest of the teachers as such. . . .

It [teachers' tenure] was enacted for the benefit and advantage of the school system by providing such machinery as would tend to minimize the part that malice, political or partisan trends, or caprice might play. It established merit as the essential basis for the right of permanent employment.

SUMMARY

The Minnesota courts have uniformly held that a teacher's contract cannot be valid in the absence of a legal teaching certificate. An oral contract does not bind the school board. All school board members must have had legal notice of any board meeting at which teachers are hired.

If the teacher does not begin school on the opening day, or within a short time, it may be held that she has no contract, even if her absence is caused by an act of God. The right of the pupils to instruction is paramount. Teachers are bound by all rules adopted by the board of education prior to the beginning of employment under a contract, and it is presumed that the teachers are familiar with such rules.

A resignation consists of two parts; first, the actual intention to relinquish a position, and second, the abandonment of it. However, substitute teachers have few rights and hold their positions only at the pleasure of the board. Unless there is a definite dismissal or resignation, the changeover from probationary status to permanent tenure is automatic in those systems which provide for such tenure. No new contracts must be signed at this time.

Administrative officers of the school system are not teachers as contemplated under the teacher tenure law.

Permanent tenure is conceived as being primarily of value to the pupils and the school system. A reduction in salary when such reduction is systemwide and necessary for budgetary reasons is legitimate, even for teachers on permanent tenure.

Tenure does not grant seniority rights to older teachers in the system, nor are persons covered who are not teachers in the common meaning of the term. Teachers may be discharged even though under tenure, because the law was intended for the welfare of the students, and does not grant teachers unrestricted rights no matter what conditions are or may become. All teachers who are discharged must have a hearing before the board if they are on tenure. Teachers not on tenure are entitled to a hearing if discharged at any time except at the end of the school year.

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12. Mong v. Independent School District No. 245 of Polk County, 181 Minn. 309, 232 N.W. 329, 72 A.L.R. 280. (1930)
13. Jennes v. School District No. 31, Washington County, 12 Minn. 337. (1867)
14. Kuehn v. School District No. 70 of Goodhue County, 221 Minn. 443, 22 N.W. (2D) 220. (1946)
15. Leland v. School District No. 28 of St. Louis County, 77 Minn. 469, 80 N.W. 354. (1899)
16. McKinney v. School District No. 45, 20 Minn. 57, 56 C.J. 371. (1874)
17. McSherry v. City of St. Paul, 202 Minn. 57, 56 C.J. 371. (1938)
18. Minneapolis Federation of Men Teachers Local 238, AFL v. Board of Education of Minneapolis, 56 N.W. (2d) 203. (1952)
19. Norton v. Wilkes, *et al.*, 93 Minn. 411, 101 N.W. 619. (1904)
20. Oxman v. Independent School District of Duluth, 178 Minn. 422, 227 N.W. 351. (1929)
21. Remmlein, Madaline Kinter, *School Law*. New York: McGraw-Hill, 1950. pp. 41-99, 126-136.
22. Schools and School Buildings, 221 R.C.L. 614.
23. State *ex rel.* Ging v. Board of Education of City of Duluth, 213 Minn. 550, 7 N.W. (2d) 544. (1943)
24. State *ex rel.* Schwartz v. Middleton, 37 Minn. 33, 162 N.W. 688, 56 C.J. 367. (1917)
25. Trusler, Harry Raymond, *Essentials of School Law*. Milwaukee: Bruce Publishing Co., 1927. pp. 175-225.
26. Weltzin, Joachim Frederick, *The Legal Authority of the American Public School*. Grand Forks, N. D.: Mid-West Book Concern, 1931. pp. 53-57.
27. Wilkes v. City of St. Paul, 202 Minn. 113, 277 N.W. 546. (1938)
28. Wood v. School District No. 73 of Aitkin County, 137 Minn. 138, 162 N.W. 1081. (1917)

R. NELSON SNIDER, *Treasurer, South Side High School,
Fort Wayne, Indiana*

Treasurer's Report for the Fiscal Year

July 1, 1958-June 30, 1959

KOENEMAN, BORGER, KROUSE & DINIUS, Certified Public Accountants of Fort Wayne, Indiana, have continuously audited the treasurer's accounts since he assumed office in 1951. The treasurer is bonded for \$40,000 and his secretary, for \$10,000.

The following report, as indicated in the letter to the treasurer, is dated July 21, 1959.

July 21, 1959

Mr. R. Nelson Snider, Treasurer
North Central Association of Colleges
and Secondary Schools
Fort Wayne, Indiana

SCOPE OF EXAMINATION

We have examined the balance sheet of the North Central Association of Colleges and Secondary Schools as at June 30, 1959, and the related statement of changes in fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In accordance with practice consistently followed by the Association, the records are maintained on a cash basis, and all purchases of fixed assets, consisting principally of office equipment at various offices, have been charged to expense.

In our opinion, subject to the representations of the secretaries of the revolving funds as to balances controlled by them, the accompanying balance sheet and statement of changes in fund balances present fairly the financial position of the North Central Association of Colleges and Secondary Schools as at June 30, 1959, and the results of its financial activities for the year then ended, in conformity with generally accepted accounting principles for non-profit educational institutions applied on a basis consistent with that of the preceding year.

KOENEMAN, BORGER, KROUSE & DINIUS

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COMMENTS ON BALANCE SHEET

Cash on deposit—\$249,495.77

The cash on deposit at June 30, 1959 was verified directly with the financial institutions. The amounts reported to us were reconciled with the following balances:

Checking Accounts:

The Peoples Trust and Savings Company, Fort Wayne, Indiana.....	\$ 36,690.90	
Lincoln National Bank and Trust Company, Fort Wayne, Indiana.....	31,619.40	\$ 68,310.39

Saving Accounts:

The Peoples Trust and Savings Company, Fort Wayne, Indiana.....	\$ 48,107.20	
Lincoln National Bank and Trust Company, Fort Wayne, Indiana.....	122,307.26	
Continental Illinois National Bank and Trust Company, Chicago, Illinois	5,168.64	
South Holland Trust and Savings Bank, South Holland, Illinois.....	5,602.28	181,185.38
		<u>\$249,495.77</u>

Copies of the official receipts issued by the Treasurer's office for cash received were traced to the cash records and to the record of deposits in the various bank accounts. The returned paid checks and the vouchers authorizing the disbursements of cash were inspected.

The cash on deposit consists of amounts for use by the following funds:

Liberal Arts Education Study.....	\$ 9,268.65	
Inspection and Survey.....	11,149.65	
Field Service Council.....	1,998.15	
General Inspection.....	889.25	
Institutions for Teacher Education.....	7,190.00	
Foreign Relations.....	51,942.08	
Leadership Training.....	10,129.69	
Superior and Talented Students.....	105,342.72	
Human Relations in the Classroom.....	3,221.13	
General Fund.....	15,000.00	
Developmental.....	33,364.45	
		<u>\$249,495.77</u>

Revolving funds with Secretaries of Commissions—\$1,531.89

The balances in the revolving funds held by the Secretaries of Commissions and THE QUARTERLY office were verified by examining the reports submitted to the Treasurer of the Association as at June 30, 1959.

Disbursements from the revolving funds are made and reported periodically by the secretaries in charge of the funds. The funds are reimbursed by the Treasurer in accordance with these reports.

The following amounts on hand were reported as at June 30, 1959:

Dr. Charles W. Boardman, Secretary, North Central Association of Colleges and Secondary Schools.....	\$ 361.27	
Mr. Norman Burns, Secretary, Commission on Colleges and Universities.....	618.68	
Mr. A. J. Gibson, Secretary, Commission on Secondary Schools.....	57.28	
Dr. Harlan C. Koch, Managing Editor, North Central Association QUARTERLY.....	494.66	
		<u>\$1,531.89</u>

Liberal Arts Education Study—\$9,268.65

The balance in this fund at June 30, 1959 is \$9,268.65, and is represented by cash on deposit. Receipts were credited to this fund in the amount of \$16,012.05 for the year and disbursements totaling \$15,771.93 were made.

Exhibit "B" reflects an increase in the fund balance of \$240.12 over the balance in the fund at June 30, 1958.

Inspection and Survey—\$11,149.65

This fund was set up by transferring the unexpended balance of \$9,192.28 for the year ended June 30, 1958 from the developmental fund as at July 1, 1958. Receipts for the year ended June 30, 1959 were \$23,327.44 and the disbursements amounted to \$21,370.07. Included in the disbursements is an amount of \$1,000.00 to set up the Field Service Council fund and \$1,000.00 to set up the Generalist Inspection fund.

As reflected on Exhibit "B," the balance in the Inspection and Survey fund at June 30, 1959 is \$11,149.65.

Field Service Council—\$1,998.15

This fund was set up during the year by transferring \$1,000.00 from Inspection and Survey. Receipts of \$3,300.00 were credited during the year and disbursements of \$2,301.85 were charged to this fund during the year.

The balance at June 30, 1959 is \$1,998.15 as reflected on Exhibit "B."

Generalist Inspection—\$889.25

This fund was set up during the year by transferring \$1,000.00 from Inspection and Survey. During the year ended June 30, 1959, receipts in the amount of \$1,498.58 were credited to this fund and disbursements were made in the total amount of \$1,609.33.

The unexpended balance in this fund at June 30, 1959 is \$889.25 as reflected on Exhibit "B."

Institutions for Teachers' Education—\$7,190.00

The disbursements from the Institutions for Teachers' Education fund exceeded the receipts by \$500.00 during the year ended June 30, 1959. Accordingly, the balance in the fund at the end of the year is \$500.00 less than for the previous year.

Exhibit "B" reflects the changes to this fund during the year. The balance at June 30, 1959 is \$7,190.00.

Foreign Relations—\$51,532.18

The fund balance at the beginning of the year was \$33,582.13. During the year ended June 30, 1959, a grant of \$125,000.00 was received from the Ford Foundation and \$34,297.40 was received from the sale of books prepared under this project. Disbursements totaling \$141,347.35 were made from this fund.

The excess of the income over the disbursements in the amount of \$17,950.05 increased the fund balance at June 30, 1959 to \$51,532.18.

Illinois High School Student Seminar—\$409.90

In conjunction with the Foreign Relations project, a special grant of \$3,000.00 was received from The New World Foundation to underwrite a residential seminar for Illinois High School students. Disbursements totaling \$2,590.10 have been made from this fund leaving a balance at June 30, 1959 of \$409.90. Any amount remaining in this fund after all expenses have been paid is to be returned to The New World Foundation.

Leadership Training—\$10,129.69

The balance in the Leadership Training project fund at June 30, 1959 is \$10,129.69. An addition to this fund in the amount of \$41,400.00 was received from the Carnegie Corporation of New York. Expenditures totaling \$46,206.61 were made during the year ended June 30, 1959.

The expenditures exceeded the receipts by \$4,806.61 for the year thus reducing the fund balance at June 30, 1959 as reflected on Exhibit "B."

Superior and Talented Students—\$105,342.72

The Carnegie Corporation of New York approved a grant of \$174,000.00 to the Association for the period of March 26, 1958 to June 30, 1960 for use in this project. During the current year, \$74,000.00 of this grant was received, the balance having been received during the year ended June 30, 1958. Disbursements during the year ended June 30, 1959 amounted to \$66,210.34. The balance in this fund represented by cash on deposit is \$105,342.72 at June 30, 1959.

Exhibit "B" reflects the foregoing transactions.

Human Relations in the Classroom—\$3,221.13

The above fund was established to survey the teaching methods and practices in the field of human relations in the classroom. The receipts credited to this fund consist of:

Cash gifts.....	\$1,000.00
Net proceeds from sale of 24 shares of Gulf Oil Corp. stock that was received by gift.....	2,691.13
Dividends on Gulf Oil Corp. stock.....	30.00
	<hr/>
	\$3,721.13
	<hr/>

Expenditures of \$500.00 were made during the year leaving a balance in the fund at June 30, 1959 of \$3,221.13 as reflected on Exhibit "B."

General Fund—\$15,000.00

There were no transactions affecting this fund during the year ended June 30, 1959. The above balance is represented by cash on deposit.

Developmental Fund—\$33,299.45

The activities of the Association, other than those under specific funds, for the year ended June 30, 1959, resulted in an excess of income over expenses of \$5,990.22. This amount added to the beginning balance of \$36,501.51 and after deducting the amount of \$9,192.28 to set up the Inspection and Survey fund, results in a balance of \$33,299.45 in the Developmental fund at June 30, 1959.

This fund is represented by the following amounts:

Cash on deposit.....	\$33,364.45
Less dues paid in advance.....	65.00
	<u>\$33,299.45</u>

COMMENTS ON ACTIVITIES

Schedule "B-1" presents the results of the activities of the Association for the years ended June 30, 1959 and June 30, 1958.

As at July 1, 1958, the Inspection and Survey program was set up on a fund basis. The unexpended amount from the previous year was set up as the beginning fund balance. Due to this change in accounting treatment of this item, it has been eliminated from Schedule "B-1" and the amounts for the year ended June 30, 1958 have been adjusted accordingly for comparison purposes. The results of the Inspection and Survey are reflected on Exhibit "B."

The total income for the year ended June 30, 1959 was \$5,298.64 more than last year, however, the expenses increased \$6,332.95 over last year. The activities chargeable to this fund resulted in a net gain of \$5,990.22 for the year ended June 30, 1959 compared with a net gain of \$7,024.53 for the previous year. Note that the previous years' figure has been adjusted for the elimination of the aforementioned Inspection and Survey program.

The details of the income and expenses for the years ended June 30, 1959 and June 30, 1958 are shown in Schedule "B-1." A more detailed analysis of the expenses is presented in Schedule "B-2."

A condensed summary of the income and expenses for the last five years is as follows:

	Year Ended June 30,				
	1959	1958	1957	1956	1955
<i>Income:</i>					
Membership dues.....	\$140,775	\$137,260	\$115,990	\$113,835	\$112,165
Application fees.....	1,720	1,830	890	1,080	1,140
Inspection and Survey fees.....	(*)	(*)	11,025	10,851	15,956
Sale of QUARTERLIES.....	1,945	1,680	1,552	1,754	1,521
Other sales.....	20	200	245	186	305
Royalties and miscellaneous.....	5,351	3,543	2,941	1,695	869
United States Armed Forces Institute of Technology.....	—	—	—	—	15,802
Total Income.....	\$149,811	\$144,513	\$132,643	\$129,401	\$147,758
<i>Expenses.....</i>	<i>143,821</i>	<i>137,488</i>	<i>140,861</i>	<i>119,760</i>	<i>138,053</i>
<i>Excess of Income Over Expenses.....</i>	<i>\$ 5,990</i>	<i>\$ 7,025</i>	<i>\$ (8,218)</i>	<i>\$ 9,641</i>	<i>\$ 9,705</i>

(*)—Inspection and Survey fees and expenses have been eliminated from the 1959 and 1958 figures as this program is now conducted on a fund basis.

The Treasurer of the Association and the Treasurer's secretary are bonded in the amounts of \$40,000 and \$10,000 respectively.

Exhibit "A"

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

COMPARATIVE BALANCE SHEET, JUNE 30, 1959 AND JUNE 30, 1958

ASSETS

	June 30, 1959	June 30, 1958	Increase (Decrease)
<i>Cash:</i>			
On deposit.....	\$249,495.77	\$214,406.53	\$35,089.24
Revolving funds with Secre- taries of Commissions.....	1,531.89	1,047.17	484.72
Total Working Funds...	\$251,027.66	\$215,453.70	\$35,573.96
Total Assets.....	\$251,027.66	\$215,453.70	\$35,573.96

LIABILITIES AND FUND BALANCES

Liabilities:

Membership dues paid in ad- vance.....	\$ 65.00	\$ 115.00	\$ (50.00)
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*Fund Balances:**Projects:*

Liberal Arts Education Study.....	\$ 9,268.65	\$ 9,028.53	\$ 240.12
Inspection and Survey....	11,149.65	—	11,149.65
Field Service Council....	1,998.15	—	1,998.15
Generalist Inspection....	889.25	—	889.25
Institutions for Teacher Education.....	7,190.00	7,690.00	(500.00)
Foreign Relations.....	51,532.18	33,582.13	17,950.05
Illinois High School Stu- dent Seminar.....	409.90	—	409.90
Leadership Training.....	10,129.69	14,936.30	(4,806.61)
Superior and Talented Stu- dents.....	105,342.72	97,553.06	7,789.66
Human Relations in the Classroom.....	3,221.13	\$162,790.02	3,221.13

Administration:

General Fund.....	\$ 15,000.00	\$15,000.00	
Developmental.....	33,299.45	36,501.51	
Revolving funds—Secre- taries of Commissions...	1,531.89	1,047.17	52,548.68
Total Fund Balances..	250,962.66	215,338.70	\$35,623.96

Total Liabilities and Fund Bal- ances.....	\$251,027.66	\$215,453.70	\$35,573.96
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Exhibit "B"

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

STATEMENT OF CHANGES IN FUND BALANCES FOR THE YEAR ENDED JUNE 30, 1959

	<i>Balance July 1, 1958</i>	<i>Receipts</i>	<i>Total</i>	<i>Disbursed</i>	<i>Balance June 30, 1959</i>
<i>Projects:</i>					
Liberal Arts Education Study.....	\$ 9,028.53	\$ 16,012.05	\$ 25,040.58	\$ 15,771.93	\$ 9,268.65
Inspection and Survey.....	—	23,327.44	32,519.72	19,370.07	11,149.65
		(1) 9,192.28		(2) 2,000.00	
Field Service Council.....	—	3,300.00	4,300.00	2,301.85	1,998.15
		(2) 1,000.00			
Generalist Inspection.....	—	1,498.58	2,498.58	1,609.33	889.25
		(2) 1,000.00			
Institutions for Teachers' Education.....	7,690.00	3,006.00	10,696.00	3,506.00	7,190.00
Foreign Relations.....	33,582.13	159,297.40	192,879.53	141,347.35	51,532.18
Illinois High School Student Seminar—For- eign Relations.....	—	3,000.00	3,000.00	2,590.10	409.90
Leadership Training.....	14,936.30	41,400.00	56,336.30	46,206.61	10,129.69
Superior and Talented Students.....	97,553.06	74,000.00	171,553.06	66,210.34	105,342.72
Human Relations in the Classroom.....	—	3,721.13	3,721.13	500.00	3,221.13
	<u>\$162,790.02</u>	<u>\$339,754.88</u>	<u>\$502,544.90</u>	<u>\$301,413.58</u>	<u>\$201,131.32</u>
<i>Administration:</i>					
General Fund.....	\$ 15,000.00	\$ —	\$ 15,000.00	\$ —	\$ 15,000.00
Developmental Fund.....	36,501.51	149,811.55	186,313.06	143,821.33	33,299.45
				(1) 9,192.28	
Revolving funds—Secretaries of Commissions	1,047.17	8,912.83	9,960.00	8,428.11	1,531.89
	<u>\$ 52,548.68</u>	<u>\$158,724.38</u>	<u>\$211,273.06</u>	<u>\$161,441.72</u>	<u>\$ 49,831.34</u>
<i>Totals.....</i>	<u><u>\$215,338.70</u></u>	<u><u>\$498,479.26</u></u>	<u><u>\$713,817.96</u></u>	<u><u>\$462,855.30</u></u>	<u><u>\$250,962.66</u></u>

Notes:

(1)—Transferred from Developmental Fund.

(2)—Transferred from Inspection and Survey.

Schedule "B-1"

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

STATEMENT OF INCOME AND EXPENSES—DEVELOPMENTAL FUND
FOR THE YEARS ENDED JUNE 30, 1959 AND JUNE 30, 1958

	<i>Year Ended June 30,</i>		<i>Increase</i>
	<i>1959</i>	<i>1958</i>	<i>(Decrease)</i>
<i>Income</i>			
<i>Membership Dues:</i>			
Universities and colleges.....	\$ 62,835.00	\$ 61,485.00	\$ 1,350.00
Junior colleges.....	3,900.00	3,705.00	195.00
Secondary schools.....	71,840.00	70,105.00	1,735.00
Dependents' schools.....	2,200.00	1,950.00	250.00
Delinquent dues collected.....	—	15.00	(15.00)
Application fees.....	1,720.00	1,830.00	(110.00)
	<u>\$142,495.00</u>	<u>\$139,090.00</u>	<u>\$ 3,405.00</u>

Other Income:

Sale of quarterlies	\$ 1,945.28	\$ 1,680.16	\$ 265.12
Sale of manuals and schedules	20.00	200.00	(180.00)
Royalties	554.32	868.64	(314.32)
Sale of reprints and miscellaneous	450.45	350.17	100.28
Interest	4,346.50	2,323.94	2,022.56
Total Other Income	\$ 7,316.55	\$ 5,422.91	\$ 1,893.64
Total Income	\$149,811.55	\$144,512.91	\$ 5,298.64

Expense (Schedule "B-2")

Commission on Research and Service	\$ 6,809.18	\$ 6,717.22	\$ 91.96
Commission on Secondary Schools	41,580.82	40,452.66	1,128.16
Commission on Colleges and Universities	39,041.65	39,951.10	(909.45)
Executive Committee	4,039.49	3,525.21	514.28
Publicity and Public Relations	9,157.01	4,259.36	4,897.65
Advisory Committee on Programs	140.19	630.12	(489.93)
Long-Range Planning Committee	268.14	741.74	(473.60)
Quarterly office	15,030.79	12,934.82	2,095.97
President's office	158.05	250.00	(91.95)
Secretary's office	12,117.30	11,956.50	160.80
Treasurer's office	4,363.42	4,356.35	7.07
General Association	10,872.73	11,309.37	(436.64)
Other	242.56	403.93	161.37
Total Expense	\$143,821.33	\$137,488.38	\$ 6,332.95
Net Income	\$ 5,990.22	\$ 7,024.53	\$(1,034.31)

Schedule "B-2"

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

STATEMENT OF EXPENSE

FOR THE YEARS ENDED JUNE 30, 1959 AND JUNE 30, 1958

Year Ended June 30, 1959

	<i>Budget</i>	<i>Spent</i>	<i>(Over) or Under Budget</i>	<i>Year Ended June 30, 1958 Spent</i>	<i>Increase (Decrease)</i>
<i>Commission on Research and Service:</i>					
<i>Steering Committee:</i>					
Meetings	\$ 1,000.00	\$ 981.87	\$ 18.13	\$ 915.50	\$ 66.37
Clerical	50.00	16.00	34.00	38.38	(22.38)
<i>Experimental Units Committee:</i>					
Meetings	600.00	—	600.00	127.51	(127.51)
Writers	300.00	—	300.00	—	—
Clerical	50.00	—	50.00	—	—
Readers and consultants	50.00	—	50.00	—	—
Survey	300.00	—	300.00	—	—
<i>Teacher Education Committee:</i>					
Directing Committee	700.00	708.89	(8.89)	318.86	390.03
Council on cooperation	50.00	50.00	—	50.00	—
Liberal Arts Education	800.00	796.33	3.67	710.17	86.16
In-Service Education	750.00	731.39	18.61	323.70	407.69
Teacher Education Institutions	750.00	288.66	461.34	722.00	(433.34)
Multi-Purpose Institutions	1,000.00	540.06	459.94	649.42	(108.46)
Student Teaching Committee	675.00	328.82	346.18	530.47	(201.65)
Teacher Education for Better Classroom Human Relations	800.00	775.61	24.39	379.46	396.15
<i>Current Educational Problems Committee:</i>					
New studies	100.00	73.96	26.04	—	73.96
High School-College articulation	700.00	692.45	7.55	471.25	221.20
Television	750.00	748.44	1.56	684.75	63.69
Junior College problems	800.00	75.80	724.20	217.49	(141.69)
Guidance and counseling	700.00	—	700.00	—	—
Reading improvements	—	—	—	578.26	(578.26)
Total	\$ 10,925.00	\$ 6,809.18	\$ 4,115.82	\$ 6,717.22	\$ 91.96

Year Ended June 30, 1959

	Budget	Spent	(Over) or Under Budget	Year Ended June 30, 1958 Spent	Increase (Decrease)
<i>Commission on Secondary Schools:</i>					
Office expense.....	\$ 750.00	\$ 750.00	\$ —	\$ 600.00	\$ 150.00
Salary of executive secretary.....	5,500.00	5,500.00	—	4,999.92	500.08
Clerical assistance (office secretary).....	3,800.00	3,800.00	—	3,925.00	(125.00)
Rent.....	600.00	600.00	—	600.00	—
Telephone.....	400.00	400.00	—	400.00	—
Janitor service.....	120.00	120.00	—	120.00	—
Secretarial assistance in Chicago.....	300.00	263.87	36.13	246.65	17.22
State Committees.....	18,182.00	18,182.00	—	19,523.00	211.54
Illinois State Committee.....	1,395.00	1,552.54	(157.54)	—	—
Administrative Committee.....	2,000.00	1,584.72	415.28	1,933.44	(348.72)
Office of Chairman.....	400.00	169.39	230.61	400.00	(230.61)
Fall meeting of state chairmen.....	4,800.00	4,732.31	67.69	3,134.47	1,597.84
Cooperating Committee on Research.....	1,250.00	1,308.27	(58.27)	1,555.65	(247.38)
Activities Committee.....	500.00	265.86	234.14	21.90	243.96
Dependent Schools Committee.....	1,500.00	1,494.86	5.14	2,338.52	(843.66)
Report Forms Committee.....	600.00	—	600.00	—	—
Committee on election and voting procedures.....	1,100.00	857.00	243.00	654.11	202.89
Total.....	\$ 43,197.00	\$ 41,580.82	\$ 1,616.18	\$ 40,452.66	\$ 1,128.16

Commission on Colleges and Universities:

Secretary's salary.....	\$ 2,000.00	\$ 2,000.04	\$(.04)	\$ 2,000.04	\$ —
Retirement annuities.....	1,442.52	1,421.46	21.06	1,417.86	3.60
Assistant secretary's salary.....	7,000.00	7,000.00	—	9,000.00	(2,000.00)
Clerical and stenographic salaries.....	6,500.00	6,604.41	(104.41)	6,337.68	266.73
Assistant secretary's salary.....	5,500.00	5,500.00	—	—	5,500.00
Associate secretary's salary.....	6,000.00	6,000.00	—	9,500.31	(3,500.31)
Travel.....	250.00	204.89	45.11	33.75	171.14
Office expense.....	3,500.00	3,500.00	—	1,040.59	2,459.41
N.C.R.A.A. dues.....	100.00	100.00	—	100.00	—
Executive Board (Board of Review—1958).....	3,500.00	3,391.54	108.46	4,672.57	(1,281.03)
District Committees.....	1,500.00	905.94	594.06	—	905.94
Revisitation Project.....	2,000.00	1,574.96	425.04	1,857.34	(282.38)
The Role of the Library in the Instructional Process..	1,000.00	—	1,000.00	—	—
Workshop for unaccredited institutions.....	500.00	285.86	214.14	—	285.86
The Reporter.....	600.00	552.55	47.45	—	552.55
Professional Education and Generalist Program (1958) .	—	—	—	1,194.56	(1,194.56)
Graduate Programs in Education (1958).....	—	—	—	796.40	(796.40)
Off-Campus Programs Committee (1958).....	—	—	—	1,500.00	(1,500.00)
Specialized Institutions (1958).....	—	—	—	500.00	(500.00)
Total.....	\$ 41,392.52	\$ 39,041.65	\$ 2,350.87	\$ 39,951.10	\$ (909.45)

Special Committees:

Executive Committee.....	\$ 3,000.00	\$ 4,039.49	\$(1,039.49)	\$ 3,525.21	\$ 514.28
Publicity and Public Relations Committee.....	8,665.00	9,157.01	(492.01)	4,259.36	4,897.65
Advisory Committee on Programs.....	300.00	140.19	159.81	630.12	(489.93)
Long-Range Planning Committee.....	500.00	268.14	231.86	741.74	(473.60)
Total.....	\$ 12,465.00	\$ 13,604.83	\$(1,139.83)	\$ 9,156.43	\$ 4,448.40

Quarterly Office:

Clerical assistance.....	\$ 3,800.00	\$ 3,800.00	\$ —	\$ 3,600.00	\$ 200.00
Office expense.....	400.00	185.91	214.09	275.53	(89.62)
Quarterly issues—printing.....	9,000.00	11,044.88	(2,044.88)	9,059.29	1,985.59
Total.....	\$ 13,200.00	\$ 15,030.79	\$(1,830.79)	\$ 12,934.82	\$ 2,095.97

President's Office:

Office expense.....	\$ 400.00	\$ 158.05	\$ 241.95	\$ 250.00	\$(91.95)
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Year Ended June 30, 1959

	Budget	Spent	(Over) or Under Budget	Year Ended June 30, 1958 Spent	Increase (Decrease)
<i>Secretary's Office:</i>					
Clerical assistance.....	\$ 4,600.00	\$ 4,575.02	\$ 24.98	\$ 4,558.33	\$ 16.69
Secretary's salary.....	7,000.00	7,000.07	(.07)	7,000.06	.01
Annual meeting expense.....	200.00	101.34	98.66	136.13	(34.79)
Office expense.....	600.00	440.87	159.13	261.98	178.89
Total.....	\$ 12,400.00	\$ 12,117.30	\$ 282.70	\$ 11,956.50	\$ 160.80
<i>Treasurer's Office</i>					
Clerical assistance.....	\$ 3,200.00	\$ 3,200.00	\$ —	\$ 3,000.00	\$ 200.00
Office expense.....	1,415.00	1,163.42	251.58	1,356.35	(192.93)
Total.....	\$ 4,615.00	\$ 4,363.42	\$ 251.58	\$ 4,356.35	\$ 7.07
<i>General Association:</i>					
Travel.....	\$ 1,200.00	\$ 1,132.16	\$ 67.84	\$ 1,154.52	\$ (22.36)
Printing.....	4,300.00	3,012.69	1,287.31	4,274.23	(1,261.54)
Annual meeting expenses and speakers.....	3,500.00	5,709.37	(2,209.37)	4,911.92	797.45
Contingency.....	275.00	200.00	75.00	200.00	—
Social security.....	900.00	791.51	108.49	735.70	55.81
Past President's Breakfast.....	50.00	27.00	23.00	33.00	(6.00)
Total.....	\$ 10,225.00	\$ 10,872.73	\$ (647.73)	\$ 11,309.37	\$ (436.64)
<i>Other Expenses:</i>					
Royalties paid.....	\$ 202.36	\$ 202.36	\$ —	\$ 366.98	\$ (164.62)
Bank service charges.....	40.20	40.20	—	36.95	3.25
Total.....	\$ 242.56	\$ 242.56	\$ —	\$ 403.93	\$ (161.37)
Total Expenses.....	\$149,062.08	\$143,821.33	\$ 5,240.75	\$137,488.38	\$ 6,332.95

Publications of the North Central Association

Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, University of Minnesota, Minneapolis, Minnesota.

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY, Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan.
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service.
 - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
 1. *Atomic Energy*, by WILL R. BURNETT
 2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
 3. *Housing in the United States*, by A. W. TROELSTRUP
 4. *Maps and Facts for World Understanding*
 5. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
 6. *The Federal Government and You*
 7. *Youth and Jobs*, by DOUGLAS S. WARD
 8. *The Family and You*, by HENRY A. BOWMAN
 - B. Foreign Relations Series sponsored by the Committee on Experimental Units, available through Foreign Relations Project, 57 West Grand Avenue, Chicago 10, Illinois.
 1. Our American Foreign Policy
 2. Our Changing German Problems
 3. Chinese Dilemma
 4. American Policy and the Soviet Challenge
 - C. Pamphlets produced as outgrowths of committee studies and projects.
 1. Study of Teacher Certification
 2. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
 3. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
 4. Incentives used in Motivating Professional Growth of Teachers (single copies 25¢, quantities of 10 or more 15¢ each).
 5. The Workshop as an In-Service Education Procedure (single copies 25¢; quantities of 10 or more 15¢ each).
 6. Improvement of Reading in Colleges and Secondary Schools.
 7. Better Education for Nonacademic Pupils (single copies 25¢; quantities of ten or more, 15¢ each).
 8. Some Guiding Principles for Student Teaching Programs.
 9. Appraisal of the Current Status of Television as a Medium of Instruction—Educational Television and Radio Center, 2320 Washtenaw Avenue, Ann Arbor, Michigan.
 - D. *Syllabus—Functional Health Training*, by LYND A. WEBER. Published and distributed by Ginn and Company, Chicago.
 - E. *Improving Teacher Education Through Inter-College Cooperation*—Wm C. Brown, Co., 215 West Ninth, Dubuque, Iowa (\$3.50)
- III. Publications of the Commission on Secondary Schools, distributed free to members of the Commission and member schools. Available from Executive Secretary, Commission on Secondary Schools, North Central Association, 1904 East Washington St., Charleston 1, West Virginia.
 - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
 - B. *Handbook for State Chairmen and Reviewing Committees*
 - C. *Know Your North Central Association*
- IV. Publications available from the Office of the Secretary, Commission on Colleges and Universities North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
 - A. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities.

- B. National list of institutions of higher education accredited by the six regional accrediting agencies, published by the National Committee of Regional Accrediting Agencies of the United States.
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies.
- A. *Your Life Plans and the Armed Forces*. 160 pages, 8½×11. Paper, \$1.25; *Teachers Handbook*, 8½×11. Paper. 32 pages, \$0.60. Order from the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington 25, D. C.
- B. *A Guide to the Evaluation of Educational Experiences in the Armed Services*, 1954 Revision: Formal Service Courses in Schools. Published in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. \$5.00.
- C. Publications of Cooperative Study of Secondary School Standards. Available from 1785 Massachusetts Avenue, Washington 6, D. C.
1. *Evaluative Criteria* (1950 Edition), cloth \$3.50; paper. \$2.50. Complete set of separate sections (one copy each, Sections A through Y) unbound \$2.50; single copy of any section, \$0.25. Separate sections (sold in banded sets of 5 copies of each section priced to effect a saving for schools requiring multiple copies of specific sections): A *Manual*, 90¢; B *Pupil Population and School Community*, 70¢; C *Educational Needs of Youth*, 60¢; D *Program of Studies*, 50¢; D-1 *Core Program*, 50¢; D-2 *Agriculture*, 50¢; D-3 *Art*, 50¢; D-4 *Business Education*, 50¢; D-5 *English*, 60¢; D-6 *Foreign Languages*, 50¢; D-7 *Health and Safety*, 50¢; D-8 *Home Economics*, 50¢; D-9 *Industrial Arts*, 50¢; D-10 *Industrial Vocational Education*, 60¢; D-11 *Mathematics*, 50¢; D-12 *Music*, 50¢; D-13 *Physical Education for Boys*, 50¢; D-14 *Physical Education for Girls*, 50¢; D-15 *Science*, 50¢; D-16 *Social Studies*, 50¢; E *Pupil Activity Program*, 70¢; F *Library Services*, 60¢; G *Guidance Services*, 70¢; H *School Plant*, 70¢; I *School Staff and Administration*, 90¢; J *Data for Individual Staff Members*, 35¢; X *Statistical Summary of Evaluation*, 70¢; Y *Graphic Summary of Evaluation*, 75¢.
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage. Available from Editorial Office of THE NORTH CENTRAL ASSOCIATION QUARTERLY, 4019 University High School, Ann Arbor, Michigan.

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